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ABSTRACT

This document consists of the woodyard skills handbook and an employee handbook for woodyard employees of Boise Cascade. The handbooks are products of a National Workplace Literacy project conducted by Alabama Southern Community College. The woodyard skills handbook contains information needed by employees to improve math, measurement, vocabulary, and comprehension skills to reach the level required to move onto the woodyard training program on the computer. Section I discusses reasons for the handbook. Section II lists all words from the woodyard that are necessary to complete the computerized technical training. Section III is a general review of rules for dealing with fractions. Section IV is a general review of rules for measurement. Section V contains all forms used in the woodyard. Each form has a summary page that lists who completes it, math required, other related documents, and special instructions. A blank copy and a completed copy follow. Section VI provides general examples of the types of reading comprehension questions which appear on the computer. The employee handbook covers topics that introduce employees to skills that can help them achieve the right mix for new or continued employment. Five sections address continuous improvement, team building, brainstorming, active communication, and diversity. Fifteen sources are cited. (YLB)

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ED 365 831

Woodyard Skills Handbook

Today's Workplace: An Employee Handbook

Alabama Southern Community College

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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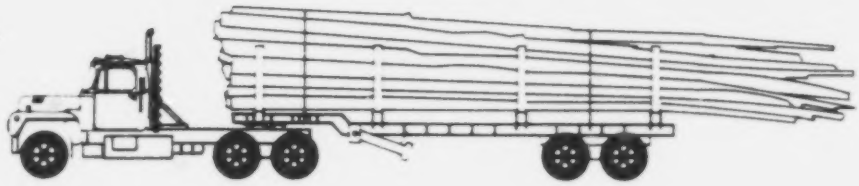
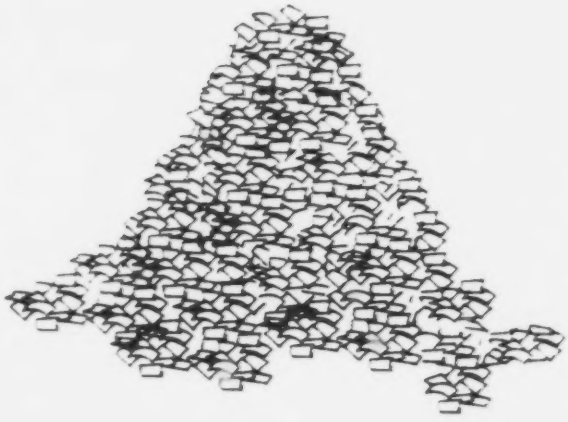
BOISE CASCADE
JACKSON MILL



WOODYARD SKILLS HANDBOOK



WORKFORCE EDUCATION
ALABAMA SOUTHERN
COMMUNITY COLLEGE

WOODYARD SKILLS HANDBOOK
OUTLINE

I. REASONS FOR WOODYARD SKILLS HANDBOOK

II. REVIEW OF WOODYARD WORDS

III. REVIEW OF MATH SKILLS

IV. REVIEW OF MEASUREMENT SKILLS

V. REVIEW OF WOODYARD FORMS

VI. REVIEW OF COMPREHENSION SKILLS

I.

I. REASONS FOR WOODYARD SKILLS HANDBOOK

YOU HAVE RECENTLY BEEN ASSESSED IN FOUR AREAS OF SKILLS:

MATH
MEASUREMENT
VOCABULARY
COMPREHENSION

THIS WAS DONE TO LET YOU KNOW THE LEVEL OF YOUR CURRENT SKILLS. IT WAS ALSO DONE TO SEE IF YOU ARE READY TO MOVE ONTO THE NEW WOODYARD TRAINING PROGRAM ON THE COMPUTER.

TO BEGIN THE COMPUTERIZED TRAINING, YOU MUST GET AT LEAST 80% OF THE ANSWERS CORRECT IN ALL AREAS OF THE ASSESSMENT. THIS HANDBOOK CONTAINS THE INFORMATION YOU WILL NFED TO REACH 80%, IF YOU DID NOT DO SO ON THE PREVIOUS ASSESSMENT.

THIS INFORMATION WILL BE USEFUL TO YOU IN OTHER WAYS AS WELL. THE HANDBOOK CONTAINS ALL OF THE WORDS FROM THE WOODYARD WHICH ARE ON THE COMPUTER PROGRAM.

THE HANDBOOK ALSO HAS ALL OF THE NEW FORMS THAT YOU WILL BE USING IN THE WOODYARD. COPIES OF THE FORMS ARE SHOWN ALONG WITH EVERYTHING YOU NEED TO KNOW ABOUT EACH OF THEM. IN THIS REVIEW, THE MATH REQUIRED ON EACH FORM WILL BE OUTLINED.

WHEN YOU ARE READY TO BE REASSESSED OR IF YOU NEED HELP AFTER THE REVIEW SESSION , YOU CAN CONTACT THERESA JOHNSON IN THE TRAINING CENTER. BASIC SKILLS HELP IS AVAILABLE AT THE TRAINING CENTER ON THE COMPUTER. ONE-ON-ONE HELP CAN ALSO BE PROVIDED.

II.

II. REVIEW OF WOODYARD WORDS

LISTED BELOW ARE ALL OF THE WORDS FROM THE WOODYARD THAT YOU WILL NEED TO KNOW TO COMPLETE THE COMPUTERIZED TECHNICAL TRAINING. AT THE END OF THE LIST, WE HAVE ADDED A PLACE FOR OTHER WORDS THAT MAY HAVE BEEN MISSED. AFTER YOU READ THE LIST, PLEASE LET US KNOW IF WE NEED TO ADD WORDS.

ADMINISTRATION
AERIAL
AIR CONDITIONER
AIR NOZZLE
ALARM
ALERT
AMMETER (AMPMETER)
ANGLE
ANVIL
APPLICATIONS
AREAS
ATTACHMENT
AUTOMATIC
BACKUP
BACKUP ALARM
BAR
BARK
BARKING DRUM
BARKO LOADER
BEARINGS
BELT
BIN
BINDICATOR
BLOWERS
BLOWLINES
BOBCAT
BOLTS
BREAKDOWN
BUNDLE
BUTTONS

BUZZER
CABLES
CALCULATOR
CASE ROLLS
CAT LOADER
CATWALK
CAUSES
CHAIN HOIST
CHAIN
CHAIR
CHANGING
CHIP
CHIP DUMPER
CHIP PILE
CHIP PLANT
CHIP UNLOADER
CHIPPER CONVEYOR
CHIPPER
CHIPPER CHUTE
CHIPPER SPOUT
CHOKER
CHUTE
CLAMPS
CLEANUP
CLOSING LINE
COLLECTING
COME-A-LONG
COMPLETE
COMPONENTS
COMPUTER
CONSTANT
CONTROL
CONTROL ROOM
CONVEYER
CORDS
COUPLING
CRANE
CUTTING
CYCLONE

CYLINDERS
DAMAGE
DANGEROUS
DEBARKING
DEBARKING DRUM
DEBRIS (TRASH)
DEFLECTOR
DEPARTMENT
DISCHARGE
DIVERTER
DOORBELL
DOWNSTREAM
DOWNTIME
DOZER
DRAG-CHAIN
DRUM
DRUM DISCHARGE
DULL
DUMP
EAR PLUGS
EFFECT
EFFICIENTLY
ELECTRIC
ELECTRICAL CONTROL ROOM
ELECTRICIAN
ELEVATED
EMERGENCY
EMERGENCY ALARM
EMERGENCY SHUTDOWN
END
ENTERING
EQUIPMENT
FEED
FEEDBACK
FILTERED
FIRE ALARM
FIRE EXTINGUISHER
FLOW
FLOWING

FOCUSED
FOREMAN
FORKS
FORMING
FOUR-WAY VALVE
FRAME
FREELY
FRICTION
FRONT
FRONT-END LOADER
GEAR BOX
GENERATES
GLOVES
GRATING
GRAPPLE
GROUND
GUARDS
HALFWAY
HAMMER
HANDLING
HARDHAT
HARDWOOD
HAZARDOUS
HEAD PULLEY
HEIGHT
HIGH
HOG
HOIST LINE
HOOK
HOUSEKEEPING
HYDRAULIC
IDENTIFY
IDLE ROLLER
IMPACT WRENCH
INCLINED
INDEPENDENTLY
INFEED
INSERT
INTERLOCKS

JACKLADDER
KICKERS
KNIFE HOLDER
KNIFE SWITCH
KNIVES
KNUCKLEBOOM
LADDER
LENGTH
LESSON
LIFTS
LIGHT
LIMIT-SWITCH
LINK
LIVE-DECK
LOAD
LOADER
LOCATION
LOCK OUT
LOG FORKS
LOG RAMPS
LOG STACKER
LOGS
LONG WOOD
LUBE
MAGNET
MAINTENANCE
MAINTENANCE REQUEST
MALFUNCTIONS
MANUAL
MECHANIC
MECHANICAL
METAL DETECTOR
MILL
MODE
MONITOR
MOTOR-DRIVEN
MOTORS
NO WOOD
NUTS

OIL
OPERATING PANEL
OPERATION
OPERATOR
OUTFEED
OVERHEATING
OVERRIDE
OVERSIZE
PANEL
PAPER MAKING
PARALLEL
PEDESTRIAN
PERCENT
PERSONAL
PERSONNEL
PIECES
PILE
PINCHING
PINE
PLATFORM
PLUG
POSITIONED
POWERS
PRECAUTIONS
PRESSURE
PREVENT
PROBLEMS
PROCESS
PRODUCE
PRODUCTION
PULP
PUMP
PURPOSE
PUSH-PULL
RADIATOR
RADIO
RAISED
REAR
RECHIPPER

RECLAIM
REFERENCE
REJECT
REPORT
REQUEST
RESET
RESOURCE
RESPIRATOR
RINGING
ROLLERS
ROOM
ROTATE
ROTATION
RUNNING
SAFETY
SAW COLLARS
SAW GUIDE
SAW SHAFT
SAWDUST
SAWS
SCALE HOUSE
SCALPING SCREEN
SCHEDULING
SEGMENT
SEMI-MODE
SEPARATED
SEQUENCE
SHACKLE
SHIFT
SHORT WOOD
SHOVEL
SHUT DOWN
SIGNAL
SLASHED
SLASHER
SLING
SLOPES
SMOOTH
SOCKET

SPECIES
SPIKE ROLLS
SPRAY
SPROCKET
STATIONARY
STOKERS
STEEP
STORAGE
STRAIGHTEN
SUPPLY
SWITCH
SYSTEM
TAG OUT
TAIL ROLLER
TAYLOR
TONGS
TIRES
TOGETHER
TORQUE CONVERTOR
TOTAL
TOWER
TRACKS
TRAINER
TRANSFER
TRANSPORTING
TRASH CONVEYER
TRAVEL
TRIGGER
TRIP
TROUBLE SHOOTING
TROUGH
TRUNION
TRY OUT
TUBULAR
TWIN
UNHOOK
UNLOAD
UPSTREAM
VALVE

VESSEL ENTRY
WALLS
WATER
WINDOWS
WINDSHIELD
WOOD
WOOD GRAPPLE
WOODYARD
YARD CONVEYOR
YARD
YOKE

OTHERS:

III.

III. REVIEW OF MATH SKILLS

THE WOODYARD EMPLOYEES AS A WHOLE HAVE A GOOD UNDERSTANDING OF THE BASIC MATH AREAS. SOME OF YOU HAD TROUBLE WITH FRACTIONS. STARTING BELOW IS A GENERAL REVIEW OF THE RULES FOR DEALING WITH FRACTIONS. FRACTIONS ARE PART OF THE BASIC SKILLS REQUIRED BY INDUSTRY STANDARDS.

EXAMPLES OF CHANGING MINUTES TO HOURS

1 HOUR = 60 MINUTES

2 HOURS = 120 MINUTES

3 HOURS = 180 MINUTES

4 HOURS = 240 MINUTES

$$\begin{array}{r} 1{:}15 \\ 60\overline{)\,75} \\ \underline{60} \\ 15 \end{array} \qquad \begin{array}{r} 2{:}15 \\ 60\overline{)\,135} \\ \underline{120} \\ 15 \end{array} \qquad \begin{array}{r} 3{:}15 \\ 60\overline{)\,195} \\ \underline{180} \\ 15 \end{array}$$

CHANGING MINUTES TO HOURS

A 85 MINUTES = 60/85 — 1 hr 25 min = 1:25 — 60/25 min

B 125 MINUTES = 60/1.25 — 2 hr 5 min 2:05 — 120/5

C 60 MINUTES = 60/60 — 1 hr

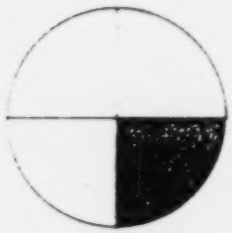
D 130 MINUTES = 60/130 — 2 hr 10 min . 2:10 — 120/10

Boise Cascade

INTRODUCTION TO FRACTIONS

A FRACTION IS A NUMBER THAT IS USED TO COMPARE A PART WITH A WHOLE.

THE CIRCLE BELOW, FOR EXAMPLE, IS DIVIDED INTO FOUR PARTS. ONE PART IS SHADED. THE FRACTION THAT REPRESENTS THE SHADED PART OF THIS CIRCLE IS 1/4.

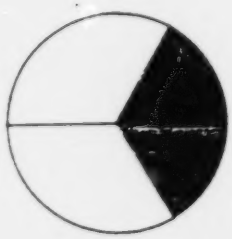


$\frac{1}{4}$ ← NUMBER OF SHADED PARTS

$\frac{1}{4}$ ← TOTAL NUMBER OF PARTS

A FRACTION MAY BE WRITTEN VERTICALLY, AS $\frac{1}{4}$, OR HORIZONTALLY, AS 1/4.

A. WRITE THE FRACTION THAT REPRESENTS THE SHADED PART OF THE CIRCLE. 1/3



THE PARTS OF A FRACTION HAVE THESE TECHNICAL NAMES:

$\frac{1}{2}$ ← NUMERATOR

$\frac{1}{2}$ ← DENOMINATOR (DOWN UNDER A)

W-3

Boise Cascade

IN THE FRACTION $\frac{3}{8}$

B. THE NUMERATOR IS 3 .

C. THE DENOMINATOR IS 8 .

THE NAME OF A FRACTION BEGINS WITH THE NAME OF THE NUMERATOR AND ENDS WITH THE NAME OF THE DENOMINATOR.

EXAMPLES: THE FRACTION $\frac{3}{5}$ IS READ AS "THREE–FIFTHS."

NUMERATOR DENOMINATOR

THE FRACTION FIVE EIGHTHS IS WRITTEN AS $\frac{5}{8}$.

D. $\frac{4}{7}$ IS READ AS four sevenths

E. $\frac{3}{4}$ IS READ AS three fourths

F. ONE–THIRD IS WRITTEN AS 1/3 .

W–5

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TO ADD FRACTIONS:

EXAMPLE $\frac{2}{7} + \frac{3}{7} = \frac{5}{7}$

A. $\frac{1}{5} + \frac{3}{5} = \frac{4}{5}$

B. $\frac{3}{9} + \frac{5}{9} = \frac{8}{9}$

C. $\frac{1}{4} + \frac{3}{4} = \frac{4}{4} = 1$

D. $\frac{9}{16} + \frac{1}{16} = \frac{10}{16} = \frac{5}{8}$ $2\overline{)\frac{10}{16}}\overline{)\frac{5}{8}}$

FRACTIONS ARE ALWAYS REDUCED TO LOWEST TERMS

EXAMPLE $\frac{7}{16} + \frac{1}{16} = \frac{8}{16} = \frac{1}{2}$

(DIVIDE BY EIGHT)

$8\overline{)\frac{8}{}} = \frac{1}{}$

$8\overline{)16} = 2$

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TO SUBTRACT FRACTIONS:

EXAMPLE $\frac{9}{11} - \frac{5}{11} = \frac{4}{11}$

1. $\frac{2}{3} - \frac{1}{3} = \frac{1}{3}$

2. $\frac{6}{7} - \frac{3}{7} = \frac{3}{7}$

3. $\frac{7}{8} - \frac{5}{8} = \frac{2}{8} = \frac{1}{4}$

4. $\frac{5}{6} - \frac{1}{6} = 2\left(\frac{4}{6}\right) = \frac{2}{3}$

FRACTIONS ARE ALWAYS REDUCED TO LOWEST TERMS

EXAMPLE $\frac{5}{8} - \frac{3}{8} = \frac{2}{8}$

DIVIDE BY 2

$$2\overline{)\ 2} = \frac{1}{4}$$
$$2\overline{)\ 8}$$

W-9

Boise Cascade

TO MULTIPLY FRACTIONS:

A. MULTIPLY THE NUMERATORS

B. MULTIPLY THE DENOMINATORS

C. REDUCE THE ANSWER TO LOWEST TERM

EXAMPLE

$$\frac{3}{4} \times \frac{1}{2} = \frac{3}{4} \times \frac{1}{2} = \frac{3}{8}$$

$$\frac{3}{4} \times \frac{2}{3} = \frac{3}{4} \times \frac{2}{3} = \frac{6}{12} = \frac{1}{2}$$

REDUCE TO LOWEST TERMS

A. $\frac{7}{8} \times \frac{1}{3} = \frac{7}{24}$

B. $\frac{1}{16} \times \frac{4}{5} = \frac{4}{80} = \frac{1}{20}$ $\left(\frac{4 \div 4}{80 \div 4}\right)$

C. $\frac{3}{4} \times \frac{1}{4} = \frac{3}{16}$

D. $\frac{7}{16} \times \frac{1}{7} = \frac{7}{112} = \frac{1}{16}$

$\frac{7}{16} \times \frac{1}{7} = \frac{1}{16}$

W-8

Boise Cascade

TO MULTIPLY WHOLE NUMBERS AND FRACTIONS

EXAMPLE $3 \times \frac{1}{4}$ CAN BE WRITTEN AS:

$$\frac{3}{1} \times \frac{1}{4} = \frac{3}{4}$$

a. $4 \times \frac{2}{5} =$ $\frac{4}{1} \times \frac{2}{5} = \frac{8}{5} = 1\frac{3}{5}$

b. $7 \times \frac{1}{8} =$ $\frac{7 \times 1}{1 \times 8} = \frac{7}{8}$

c. $6 \times \frac{3}{16} =$ $\frac{{}^{3}\cancel{6} \times 3}{1 \times \cancel{16}_{8}} = \frac{9}{8} = 1\frac{1}{8}$

or

$$\frac{6 \times 3}{1 \times 16} = \frac{18}{16} = 1\frac{2}{16} = 1\frac{1}{8}$$

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TO DIVIDE FRACTIONS:

A: INVERT THE SECOND FRACTION

B: MULTIPY THE NUMERATORS

C: MULTIPY THE DENOMINATORS

D: REDUCE THE ANSWER TO LOWEST TERMS

W-6

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EXAMPLE $\frac{3}{4} \div \frac{1}{2} = \frac{3}{4} \times \frac{2}{1} = \frac{6}{4} = \frac{3}{2} = 1\frac{1}{2}$

COMPLETE THE FOLLOWING DIVISIONS

1. $\frac{7}{8} \div \frac{1}{4} = \frac{7}{8} \times \frac{4}{1} = \frac{28}{8} = 3\frac{4}{8} = 3\frac{1}{2}$

3. $\frac{5}{6} \div \frac{1}{3} = \frac{5}{6} \times \frac{3}{1} = \frac{15}{6} = 6\frac{3}{6} = 2\frac{1}{2}$ or $\frac{5}{6} \times \frac{3}{1} = \frac{5}{2} = 2\frac{1}{2}$

2. $\frac{1}{12} \div \frac{2}{3} = \frac{1}{12} \times \frac{3}{2} = \frac{3}{24} = \frac{1}{8}$ or $\frac{1}{12} \times \frac{3}{2} = \frac{1}{8}$

5. $\frac{6}{8} \div \frac{1}{2} = \frac{6}{8} \times \frac{2}{1} = \frac{12}{8} = 1\frac{4}{8} = 1\frac{1}{2}$ or

$\frac{6}{8} \times \frac{2}{1} = \frac{6}{4} = 1\frac{2}{4} = 1\frac{1}{2}$

NOTE: * FRACTIONS MUST ALWAYS BE REDUCED TO LOWEST TERMS. * *

IV.

IV. REVIEW OF MEASUREMENT SKILLS

THE WOODYARD EMPLOYEES, AS A WHOLE, HAVE A GOOD UNDERSTANDING OF THE BASIC MEASUREMENT SKILLS. SOME OF YOU HAD TROUBLE WITH SMALLER MEASUREMENTS. STARTING BELOW IS A GENERAL REVIEW OF THE RULES FOR MEASUREMENT. MEASUREMENTS ARE PART OF THE BASIC SKILLS REQUIRED BY INDUSTRY STANDARDS.

ONE-HALF (1/2)

1/2 MEANS 1 OF 2 EQUAL PARTS IN AN INCH.

ONE-FOURTH (1/4)

1/4 MEANS 1 OF 4 EQUAL PARTS IN AN INCH.
2/4 MEANS 2 OF 4 EQUAL PARTS IN AN INCH.
3/4 MEANS 3 OF 4 EQUAL PARTS IN AN INCH.

ONE-EIGHTH (1/8)

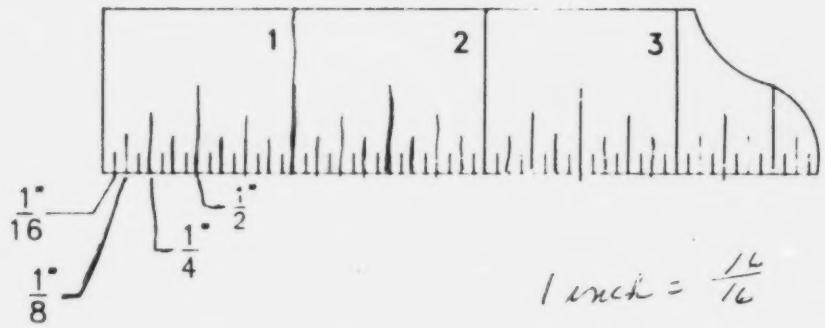
1/8 MEANS 1 OF 8 EQUAL PARTS IN AN INCH.
2/8 MEANS 2 OF 8 EQUAL PARTS IN AN INCH.
3/8 MEANS 3 OF 8 EQUAL PARTS IN AN INCH.
4/8 MEANS 4 OF 8 EQUAL PARTS IN AN INCH.
5/8 MEANS 5 OF 8 EQUAL PARTS IN AN INCH.
6/8 MEANS 6 OF 8 EQUAL PARTS IN AN INCH.
7/8 MEANS 7 OF 8 EQUAL PARTS IN AN INCH.

ONE-SIXTEENTH (1/16)

1/16 MEANS 1 OF 16 EQUAL PARTS IN AN INCH.
2/16 MEANS 2 OF 16 EQUAL PARTS IN AN INCH.
3/16 MEANS 3 OF 16 EQUAL PARTS IN AN INCH.
4/16 MEANS 4 OF 16 EQUAL PARTS IN AN INCH.
5/16 MEANS 5 OF 16 EQUAL PARTS IN AN INCH.
6/16 MEANS 6 OF 16 EQUAL PARTS IN AN INCH.
7/16 MEANS 7 OF 16 EQUAL PARTS IN AN INCH.
8/16 MEANS 8 OF 16 EQUAL PARTS IN AN INCH.
9/16 MEANS 9 OF 16 EQUAL PARTS IN AN INCH.
10/16 MEANS 10 OF 16 EQUAL PARTS IN AN INCH.
11/16 MEANS 11 OF 16 EQUAL PARTS IN AN INCH.
12/16 MEANS 12 OF 16 EQUAL PARTS IN AN INCH.
13/16 MEANS 13 OF 16 EQUAL PARTS IN AN INCH.
14/16 MEANS 14 OF 16 EQUAL PARTS IN AN INCH.
15/16 MEANS 15 OF 16 EQUAL PARTS IN AN INCH.

Boise Cascade

ILLUSTRATION:



1 inch = 16/16

1 inch = 8/8

1 inch = 4/4

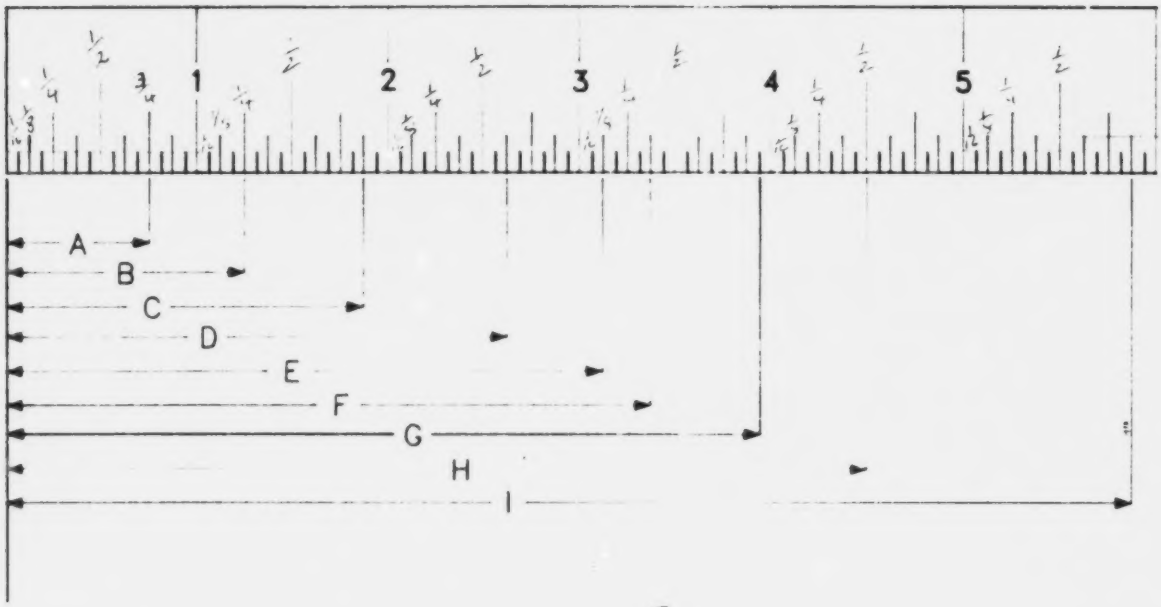
1 inch = 2/2

W-1

Boise Cascade

PRACTICE PROBLEMS:

GIVE THE RULE READING FOR EACH OF THE LETTERED DIMENSIONS.



A 3/4

B 1 1/4

C 1 7/8

D 2 5/8

E 3 1/8

F 3 3/8

G 3 15/16

H 4 1/2

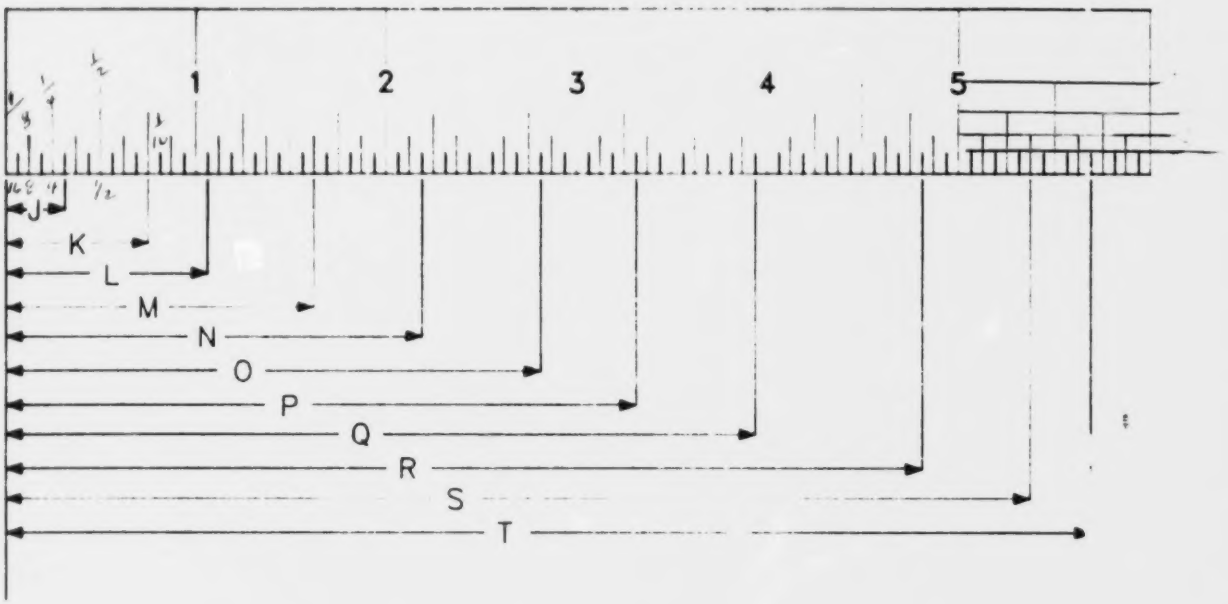
I 5 7/8

W-3

Boise Cascade

PRACTICE PROBLEMS:

GIVE THE RULE READING FOR EACH OF THE LETTERED DIMENSIONS.



J 5/16

K 3/4

L 1 1/16

M 1 5/8

N 2 3/16

O 2 13/16

P 3 5/16

Q 3 15/16

R 4 13/16

S 5 3/8

T 5 11/16

W-2

V.

V. REVIEW OF WOODYARD FORMS

HERE ARE THE FORMS UTILIZED IN THE WOODYARD. YOU WILL NEED TO KNOW HOW TO PROPERLY FILL OUT THESE FORMS. YOU WILL ALSO NEED TO KNOW THEIR FUNCTION AND PURPOSE. SOME OF THEM ARE NEW FORMS. EACH FORM HAS A SUMMARY PAGE, FOLLOWED BY A BLANK COPY AND A COMPLETED COPY.

LISTING OF FORMS:

WOODYARD PRODUCTION SUMMARY

CRANE OPERATING REPORT

SLASHER OPERATING REPORT

CHIP PLANT OPERATING REPORT

BARK RECLAIM REPORT

EQUIPMENT CONDITION REPORT

WORK ORDER REQUEST FOR MAINTENANCE - REGULAR

WORK ORDER REQUEST FOR MAINTENANCE - SAFETY

UNPLANNED MAINTENANCE WORK TICKET

TAG-OUT TAG (RED)

HOLDING TAG (YELLOW)

SHIFT TRADE FORM

PERSONAL FLOATING HOLIDAY REQUEST/AUTHORIZATION

VACATION REQUEST FORM

VACATION PAY AUTHORIZATION

DOCUMENT: WORK ORDER REQUEST FOR MAINTENANCE - REGULAR

WORK ORDER REQUEST FOR MAINTENANCE - SAFETY

COMPLETED BY: Regular - Employee

Safety - Employee

MATH REQUIRED: MULTIPLICATION

OTHER RELATED DOCUMENTS: EQUIPMENT NUMBER BOOK

SPECIAL INSTRUCTIONS: TURN IN TO CREW LEADER, WHO WILL SEND IT TO THE SUPERVISOR AT THE END OF NIGHT SHIFT.

Woodyard Production Summary

Date

Shift	Scheduled Downtime	Unsched. Downtime	Total Downtime	Species						Total Cords Cut
				Pine			Hardwood			
				long	short	Total	long	short	Total	
1										
2										
3										
Total										

Summary Of Downtime

Shift 1	
Shift 2	
Shift 3	

M. G. D. Schmidt K. Stuar P. Mason Maintenance R. ant 38

Woodyard Production Summary

Date 9-10-93

Shift	Scheduled Downtime	Unsched. Downtime	Total Downtime	Species: Pine long	Pine short	Pine Total	Hardwood long	Hardwood short	Hardwood Total	Total Cords Cut
1	1:15	2:00	3:15	108	40	148	117	12	129	277
2	—	2:50	2:50	63	27	90	72	-	72	162
3	—	2:15	2:15	241	127	388	—	-	-	388
Total	1:15	7:05	8:20	432	194	626	189	12	201	827

Summary Of Downtime

Shift 1

1:15 Change Knives :25 Case Rolls plugged :15 Drum discharge gate won't let down :10 Chipper plugged :40 Bark belt plugged :30 yard conveyor chain off sprocket

Shift 2

:15 Chipper feed belt plugged :35 trash Conveyor off sprocket :15 Bark belt plugged at magnet :40 Chip screen plugged :15 Bark belt stopped :25 Rechipper plugged :35 Chip blow line 4 way valve won't Change

Shift 3

:30 Drum Discharge Conveyor plugged :35 push chips Pit :45 Barko hyd fitting broke :35 Chip screen stopped

M. Guy D. Schmidt K. Stuart P. Mason Maintenance R. Grant

DOCUMENT: CRANE OPERATING REPORT

COMPLETED BY: Crane Operator

MATH REQUIRED: ADDITION, MULTIPLICATION, TIME-CONVERSION

OTHER RELATED DOCUMENTS: NONE

SPECIAL INSTRUCTIONS: ACCURACY IS REQUIRED IN KEEPING THE AMOUNT
OF TIME WOOD IS FED FROM STORAGE AND THE SPECIES OF WOOD FED.

TURN IN TO CREW LEADER BY 1:00 P.M. 9:00 P.M. AND 5:00 A.M.

Woodyard Crane Report

Date 9-7-93 Operator Bob
Shift 6.30 - 2:30 SUPERVISOR: Smith

Wood To Pile off trucks (3 cords/bundle)		Wood To yard Conveyor off trucks (3 cords/bundle)		Wood To yard Conveyor off pile (30 cords/hour)			
Pine	Hardwood	Pine	Hardwood	Pine		Hardwood	
				Start time	stop time	Start time	stop time
III		IIII IIII II		0.00	1.30		
Cords of Pine	Cords of Hawd	Cords of Pine	Cords of Hawd	Cords of Pine		Cords of Hardwood	
9	—	36	—	105		—	

Woodyard Crane Report

Date _____ Operator _____

Shift _____ SUPERVISOR: _____

Wood To Pile off trucks (3 cords/bundle)		Wood To yard Conveyor off trucks (3 cords/bundle)		Wood To yard Conveyor off pile (30 cords/hour)			
Pine	Hardwood	Pine	Hardwood	Pine		Hardwood	
				Start time	stop time	Start time	stop time
Cords of Pine	Cords of Hdwd	Cords of Pine	Cords of Hdwd	Cords of Pine		Cords of Hardwood	

DOCUMENT: SLASHER OPERATING REPORT

COMPLETED BY: Slasher Operator

MATH REQUIRED: ADDITION, MULTIPLICATION, TIME-CONVERSION, SUBTRACTION.

OTHER RELATED DOCUMENTS:

SPECIAL INSTRUCTIONS: MAKE SURE THAT THE LOADS OF WOOD WHICH ARE CUT ARE PROPERLY LOGGED BY SPECIES.

TURN IN TO CREW LEADER BY 1:00 P.M.; 9:00 P.M. AND 5:00 A.M.

Slasher Operating Report

Date 9-9-93
Shift 6:30 - 2:30
Operator T. Rain
SUPERVISOR: Smith

Loads of Pine 23
Loads of Hardwood

Down Hr.	Down Min.	Start-up Hr.	Start-up Min.	Causes Of Lost Time	Down Time Hr.	Down Time Min.
7	00	8	15	Change Knives	1	15
10	30	11	00	Out of Wood		30
11	15	11	45	Saw tripped out		30
1	10	1	30	Saw dust conveyor plugged		20
2	00	2	20	Conveyor off		20
				Total Down Time	2	55

Number of Cu. _____ Total Hours Operated 5 05

Long Pine Cut Loads x 9 = 207 cords

Long Hardwood Cut _____ Loads x 9 = _____ cords

BEST COPY AVAILABLE

Slasher Operating Report

Date _____
Shift _____
Operator _____
SUPERVISOR: _____

Loads of Pine _____
Loads of Hardwood _____

Down Hr.	Down Min.	Start–up Hr.	Start–up Min.	Causes Of Lost Time	Down Time Hr.	Down Time Min.

DOCUMENT: CHIP PLANT OPERATING REPORT

COMPLETED BY: Crew Leader

MATH REQUIRED: ADDITION, SUBTRACTION, TIME-CONVERSION

OTHER RELATED DOCUMENTS: CRANE REPORT,
SLASHER REPORT,
SUMMARY REPORT

SPECIAL INSTRUCTIONS:

Chip Plant Operating Report

Date 9-10-93
Shift 10:30-6:30
Operator Pugh
SUPERVISOR: Paul

	Start Time	Stop Time
Pine	10:30	6:30
Hardwood		

Down Hr.	Down Min.	Start-up Hr.	Start-up Min.	Causes Of Lost Time	Down Time Hr.	Down Time Min.
10	45	11	05	Drum discharge belt plugged		20
12	05	12	40	Push Chip Pile		35
1	55	2	40	Bunker Hyd. fitting broke		45
5	00	5	35	Chip screen stopped		35

Chip Plant Operating Report

Date _____
Shift _____
Operator _____
SUPERVISOR: _____

	Start Time	Stop Time
Pine		
Hardwood		

Down Hr.	Down Min.	Start–up Hr.	Start–up Min.	Causes Of Lost Time	Down Time Hr.	Down Time Min.
				Total Downtime		

Scheduled Downtime _____
Unscheduled Downtime _____

Total Hours Operated _____

Long Pine Cut _____ cords
Short Pine Cut _____ cords
Total Pine Cut _____ cords

Long Hardwood Cut _____ cords
Short Hardwood Cut _____ cords
Total Hardwood Cut _____ cords

Total Cords Cut _____

DOCUMENT: BARK RECLAIM REPORT

COMPLETED BY: Bark Operator

MATH REQUIRED: TIME CONVERSION

OTHER RELATED DOCUMENTS: EQUIPMENT NUMBER BOOK, EQUIPMENT CONDITION REPORT.

SPECIAL INSTRUCTIONS: TURN IN TO CREW LEADER BY 1:00 P.M.;
9:00 P.M.; AND 5:00 A.M.

DATE: _____

OPERATOR: _____

SHIFT: _____

BARK RECLAIM SYSTEM — DOWNTIME REPORT

		Down	Start	Lost Time
LOADER	☐			
DRAG CONVEYOR	☐			
BARK BELT	☐			
FLOP GATE	☐			
HOG	☐			
CHUTE	☐			
1ST. INCLINE BELT	☐			
DISC SCREEN #1	☐			
DISC SCREEN #2	☐			
SURGE BIN	☐			

DATE: Sept 2, 1993

OPERATOR: P. Maxwell

SHIFT: 6:30 To 2:30

BARK RECLAIM SYSTEM — DOWNTIME REPORT

		Down	Start	Lost Time
LOADER	14-905			
DRAG CONVEYOR	OK			
BARK BELT	OK			
FLOP GATE	SO/SO			
HOG	OK			
CHUTE	SO/SO			
1ST. INCLINE BELT	OK			
DISC SCREEN #1	SO/SO			
DISC SCREEN #2	SO/SO			
SURGE BIN		76% at 6:30		65% at 2:00

DOCUMENT: EQUIPMENT CONDITION REPORT

COMPLETED BY: All Operators on Each Shift

MATH REQUIRED: NONE

OTHER RELATED DOCUMENTS: NONE

SPECIAL INSTRUCTIONS: THIS REPORT MUST BE FILLED OUT ON EACH SHIFT BY THE RESPECTIVE EQUIPMENT OPERATOR.

USE SAME FORM ON ALL 3 SHIFTS TURN IN BY 5 A.M. TO CREW LEADER.

EQUIPMENT CONDITION REPORT

EQUIPMENT NAME Log Loader #2

EQUIPMENT NO. 12-908 DATE 9-10-93

CHECK	TIME	SHIFT 7 - 3 OPERATOR	3 - 11 OPERATOR	11 - 7 OPERATOR
		A. Boy		
1. ENGINE OIL LEVEL	S	✓		
2. ENGINE WATER LEVEL	S	✓		
3. FUEL TANK LEVEL	S	✓		
4. DRAIN AIR TANKS	S	✓		
5. FIRE EXTINGUISHER	S	✓		
6. SHEAVES AND ROLLERS	S	✓		
7. TRANSMISSION OIL	S	✓		
8. HYDRAULIC OIL	S	✓		
9. BRAKES	S	✓		
10. TIRES	S	✓		
11. LIGHTS	S	✓		
12. HOUR METER READING	S	12,018		
13. SAFETY WARNING DEVICES	S	✓		
14. HYDRAULIC HOSES	S	✓		
15. WATER HOSES	S	✓		
16. HORN	S	✓		
17. TRACKS	S			
18. CABLES	S			
19. WINDSHIELD & WIPERS	S	✓		
20. DOORS & LATCHES	S	✓		
21. SAFETY BELTS	S	✓		
22. RESPIRATOR	S	✓		
23. STARTER	S	✓		
24. BATTERY	D	✓		
25. DIFFERENTIAL OIL	D			
26. CLUTCH (CRANE)	D			

"S" – SHIFT
"D" – DAILY

SUPERVISOR: B. Smith

REMARKS: Left Door Hinge need to be replaced

DRIVER SHOULD SIGN APPROPRIATE BLOCK AS CHECK IS MADE. W-CHEC1

EQUIPMENT NAME _____

EQUIPMENT NO. _____ DATE _____

	TIME	SHIFT 3 - 11 OPERATOR	11 - OPERATOR
1 ENGINE OIL LEVEL			
2 ENGINE WATER LEVEL			
3 FUEL TANK LEVEL			
4 DRAIN AIR TANKS			
5 FIRE EXTINGUISHER			
6 WHEELS AND ROLLERS			
7 TRANSMISSION OIL			
8 [illegible]			
9 [illegible]			
10 [illegible]			
11 [illegible]			
12 HOUR METER READING			
13 SAFETY WARNING DEVICES			
14 [illegible] HOSES			
15 WATER HOSES			
16 [illegible]			
17 [illegible]			
18 WINDSHIELD & WIPERS			
19 DOORS & LATCHES			
20 SAFETY BELTS			
21 RESPIRATOR			
22 STARTER			
23 BATTERY			
24 DIFFERENTIAL OIL			
25 CLUTCH & BRAKE [illegible]			

SUPERVISOR

REMARKS

MECH

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DOCUMENT: WORK ORDER REQUEST FOR MAINTENANCE - REGULAR

WORK ORDER REQUEST FOR MAINTENANCE - SAFETY

COMPLETED BY: Regular - Employee

Safety - Employee

MATH REQUIRED: MULTIPLICATION

OTHER RELATED DOCUMENTS: EQUIPMENT NUMBER BOOK

SPECIAL INSTRUCTIONS: TURN IN TO CREW LEADER, WHO WILL SEND IT TO THE SUPERVISOR AT THE END OF NIGHT SHIFT.

Pacific Cascade Paper Group

JACKSON MILL

Request for maintenanc

WORK ORDER DATE _____

WORK ORDER NO. 259401

Equipment Number ____ - ____ - ____ - ____

Originators Signature _____

Equipment Name

TAG OUT LOCATION

PRIORITY INDEX

DESCRIPTION OF PROBLEM AND/OR WORK:

CONDITION		CRITICALITY
1. EMER	☐	1. SAFETY
2. URGENT	☐	1. MILL
3. ESSENT	☐	2. AREA
4. ROUTINE	☐	3. SECD
5. DEFER	☐	4. REPL EQUIP
		5. FAC

AREA COOR. | MAINT SUPV | PLANR | SHUTDOWN CODE | DATE | NONE 1 ☐ | EQPT ONLY 2 ☐ | AREA 3 ☐ | FALL 4 ☐ | SPRING 5 ☐ | MILL

WORK ORDER TYPE: SAFETY 1 ☐ | EMER 2 ☐ | BRKDOWN 3 ☐ | 4 ☐ | PM P/D ROUTE 5 ☐ | ENG 6 ☐ | TNG 7 ☐ | CONT SERV 8 ☐ | APE PROJ 9 ☐ | _____ ☐

SAFETY INSTRUCTIONS | SPECIAL SAFETY EQUIPMENT YES ☐ NO ☐ | SPECIAL PERMITS YES ☐ NO ☐

STATUS

EST. COST SUMMARY

HOURS | MECH | $ | LABORERS | TOTAL $

MAT | OTHER M | SPECIAL ORD $ | CONST SVS $ | TOTAL $

EST. MACHINE T | DATE | TIME | TOTAL EXTIMATED COSTS $

WORK SHEETS ATTACHED: YES ☐ NO ☐ | MATLS ORD REQ #'s

AUTHORIZATIONS: MAINTENANCE | ENG. | DEPT

DATE | DATE | DATE

Description Of Work To Be Performed:

DATE | SHIFT | WORK STARTED | SUPV

DATE | SHIFT | WORK COMPLETED | MECH

FAILURE CODES: ACC 1 ☐ | CORR 2 ☐ | NORM WEAR 3 ☐ | LUBE 4 ☐ | CONTM 5 ☐ | DESGN 6 ☐ | HUMAN ERROR 7 ☐ | DEF PTS 8 ☐ | ELEC 9 ☐ | OTHER 10 ☐

COMMENTS OR SUGGESTIONS:

ACTUAL WORK PERFORMED:

VERIFY LOCK OUT - TAG OUT - TRY OUT

WO COMPLETED:

MAINTENANCE | W/O COORD | ORIGINATOR

DATE | DATE | DATE

Boise Cascade Paper Group

JACKSON MILL

Request for maintenanc

WORK ORDER DATE 10-10-93

WORK ORDER NO. 259401

Equipment Number 12-908-JDR-0002

Originators Signature A. Bay

Equipment Name Log Loader # 2 Cat Loader

TAG OUT LOCATION

PRIORITY INDEX 6

DESCRIPTION OF PROBLEM AND/OR WORK

Replace Tinted Windshield (Cracked)

CONDITION	CRITICALITY
1. EMER ☐	1. SAFETY
2. URGENT ☑	1. MILL
3. ESSENT ☐	2. AREA
4. ROUTINE ☐	3. SECT
5. DEFER ☐	4. MACH
	5. FAC

AREA COOR | MAINT SUPV | PLANR | SHUTDOWN CODE | DATE | NONE 1 ☐ | EQPT ONLY 2 ☐ | AREA 3 ☐ | FALL 4 ☐ | SPRING 5 ☐ | MILL

WORK ORDER TYPE: SAFETY 1 ☐ | EMER 2 ☐ | BRKDOWN 3 ☐ | 4 ☐ | PM PRD ROUTE 5 ☐ | ENG 6 ☐ | TNG 7 ☐ | CONT SERV 8 ☐ | AFE PROJ 9 ☐ | _____ ☐

SAFETY INSTRUCTIONS

SPECIAL SAFETY EQUIPMENT YES ☐ NO ☐

SPECIAL PERMITS YES ☐ NO ☐

STATUS

EST COSTS SUMMARY

HOURS | MATL | EQUIP | LABORERS | TOTAL $

SPECIAL ORD $ | CONST SVS $

EST MACHINE DT | DATE | TIME | TOTAL EXTIMATED COST $

WORK SHEETS ATTACHED Y ☐ N ☐ | MATLS ORD REQ #'s

AUTHORIZATIONS: MAINTENANCE | ENG: | DEPT

DATE | DATE | DATE

Description of Work To Be Performed

DATE | SHIFT | WORK STARTED | SUPV

DATE | SHIFT | WORK COMPLETED | MECH

FAILURE CODES: NO 1 ☐ | OTHER 2 ☐ | NORM WEAR 3 ☐ | LUBE 4 ☐ | CONTM 5 ☐ | DESGN 6 ☐ | HUMAN ERROR 7 ☐ | DEF PTS 8 ☐ | ELEC 9 ☐ | OTHER 10 ☐

COMMENTS OR SUGGESTIONS

ACTUAL WORK PERFORMED

VERIFY LOCK OUT - TAG OUT - TRY OUT

WO COMPLETED:

MAINTENANCE | WO COORD. | ORIGINATOR

DATE | DATE 58 | DATE

DATA ENTRY

INTERSTATE : MCDALE AL 36650

Boise Cascade Paper Group

JACKSON MILL

Request for maintenar

WORK ORDER DATE _____ WORK ORDER NO. 254023

ORIGINATOR

Equipment Number [ ][ ] – [ ][ ][ ] – [ ][ ][ ] – [ ][ ][ ][ ]

Originators Signature _____

Equipment Name | TAG OUT LOCATION | PRIORITY INDEX

DESCRIPTION OF PROBLEM AND/OR WORK:

CONDITION		CRITIC.
1. EMER	☐	1. SAFE
2. URGENT	☐	1. MILL
3. ESSENT	☐	2. AREA
4. ROUTINE	☐	3. SECO
5. DEFER	☐	4. REPL EQU
		5. FAC

COORD

AREA COOR | MAINT. SUPV | PLANR. | SHUTDOWN CODE | DATE | NONE 1 ☐ | EQPT ONLY 2 ☐ | AREA 3 ☐ | FALL 4 ☐ | SPRING 5 ☐

WORK ORDER TYPE: SAFETY 1 ☐ EMER 2 ☐ BRKDOWN 3 ☐ ROUTINE 4 ☐ PM P/D ROUTE 5 ☐ ENG 6 ☐ TNG 7 ☐ CONT SERV 8 ☐ AFE PROJ 9 ☐ _____ ☐

PLANNING

SAFETY INSTRUCTIONS | SPECIAL SAFETY EQUIPMENT YES ☐ NO ☐ | SPECIAL PERMITS YES ☐

STATUS

EST. COSTS SUMMARY

HOURS MECH _____ E & I _____ LABORERS _____ TOTAL $ _____

MATLS STOREROOM $ _____ SPECIAL ORD $ _____ CONST SVS $ _____ TOTAL $ _____

EST MACHINE D/T _____ DATE _____ TIME _____ TOTAL EXTIMATED COSTS $ _____

WORK SHEETS ATTACHED - [ ][ ] MATLS ORD REQ #'s _____

AUTHORIZATIONS MAINTENANCE: _____ ENG: _____ DEPT _____

DATE _____ DATE _____ DATE _____

Description Of Work To Be Performed: _____

MAINTENANCE

DATE _____ SHIFT _____ WORK STARTED _____ SUPV _____ _____

DATE _____ SHIFT _____ WORK COMPLETED _____ MECH _____ _____

FAILURE CODES: ADJ 1 ☐ CORR 2 ☐ NORM WEAR 3 ☐ LUBE 4 ☐ CONTM 5 ☐ DESGN 6 ☐ HUMAN ERROR 7 ☐ DEF PTS 8 ☐ ELEC 9 ☐ OTHER 10 ☐

COMMENTS OR SUGGESTIONS:

ACTUAL WORK PERFORMED:

JOB COMPLETED:

MAINTENANCE _____ W/O COORD. _____ ORIGINATOR: _____

Boise Cascade Paper Group

JACKSON MILL

Request for maintenar

WORK ORDER DATE _____ WORK ORDER NO. 254023

ORIGINATOR

Equipment Number 13 - 005 - LDR - 0007 Originators Signature Jack Rivers

Equipment Name Barko Loader | TAG OUT LOCATION | PRIORITY INDEX 4

DESCRIPTION OF PROBLEM AND/OR WORK:

Replace Clamp Cylinder

CONDITION		CRITICA
1. EMER	☐	1. SAFET
2. URGENT	☒	1. MILL
3. ESSENT	☐	2. AREA
4. ROUTINE	☐	3. SECO
5. DEFER	☐	4. REPL EQUIP
		5. FAC

COORD

AREA COOR. | MAINT SUPV | PLANR. | SHUTDOWN CODE DATE. NONE 1 ☐ EQPT ONLY 2 ☐ AREA 3 ☐ FALL 4 ☐ SPRING 5 ☐

WORK ORDER TYPE SAFETY 1 ☐ EMER 2 ☐ BRKDOWN 3 ☐ ROUTINE 4 ☐ PM P/D ROUTE 5 ☐ ENG 6 ☐ TNG 7 ☐ CONT SERV 8 ☐ AFE PROJ 9 ☐ _____ ☐

PLANNING

SAFETY INSTRUCTIONS | SPECIAL SAFETY EQUIPMENT YES ☐ NO ☐ | SPECIAL PERMITS YES ☐

STATUS

EST. COSTS SUMMARY

HOURS MECH _____ E & I _____ LABORERS _____ TOTAL $ _____

MATLS STOREROOM $ _____ SPECIAL ORD $ _____ CONST SVS $ _____ TOTAL $ _____

EST MACHINE D/T _____ DATE. _____ TIME. _____ TOTAL EXTIMATED COSTS. $ _____

WORK SHEETS ATTACHED - YES ☐ NO ☐ MATLS ORD REQ #'s _____

AUTHORIZATIONS MAINTENANCE: _____ ENG: _____ DEPT _____

DATE. _____ DATE. _____ DATE. _____

Description Of Work To Be Performed: _____

MAINTENANCE

DATE. _____ SHIFT _____ WORK STARTED _____ SUPV _____

DATE. _____ SHIFT _____ WORK COMPLETED _____ MECH _____

FAILURE CODES: ADJ 1 ☐ CORR 2 ☐ NORM WEAR 3 ☐ LUBE 4 ☐ CONTM 5 ☐ DESGN 6 ☐ HUMAN ERROR 7 ☐ DEF PTS 8 ☐ ELEC 9 ☐ OTHER 10 ☐

COMMENTS OR SUGGESTIONS:

ACTUAL WORK PERFORMED:

JOB COMPLETED:

MAINTENANCE _____ W/O COORD. _____ ORIGINATOR: _____

DOCUMENT: UNPLANNED MAINTENANCE WORK TICKET

COMPLETED BY: The Employee

MATH REQUIRED: MULTIPLICATION

OTHER RELATED DOCUMENTS: EQUIPMENT NUMBER BOOK

SPECIAL INSTRUCTIONS: GIVE COPY TO MILLWRIGHT TO DO WORK REQUESTS OR E&I PERSON.

LOCK OUT - TAG OUT TRY OUT

UNPLANNED MAINTENANCE WORK TICKET

REQUEST
DATE _____ No. T- 29930
TIME _____

TAG LOCKOUT LOCATION

EQUIP NO ___ - ___ - ___ - ___

EQUIPMENT DESCRIPTION

PRIORITY NO.

WORK REQUESTED

WORK PERFORMED

REQUESTED BY	EQUIPMENT DOWN?	☐ YES ☐ NO	1) WORK DONE BY	TIME ON THE JOB 1 2
CUSTOMER APPROVAL	BACK ON LINE TIME DATE		2)	TEMP FIX ☐ YES ☐ NO

1-89

LOCK OUT - TAG OUT TRY OUT

UNPLANNED MAINTENANCE WORK TICKET

REQUEST DATE 12-25-94 TIME 2:30 AM. No. T- 29930

TAG LOCKOUT LOCATION

EQUIP NO 18-603-DRM-0004 EQUIPMENT DESCRIPTION Debarking Drum.

WORK REQUESTED Replace or Repair Drive Chain. PRIORITY NO 2

WORK PERFORMED

REQUESTED BY Vernon Ford	EQUIPMENT DOWN? ☐ YES ☐ NO	1) WORK DONE BY	TIME ON THE JOB 1 2
CUSTOMER APPROVAL	BACK ON LINE TIME DATE	2)	TEMP FIX ☐ YES ☐ NO

3-89

DOCUMENT: TAG-OUT TAG (RED)

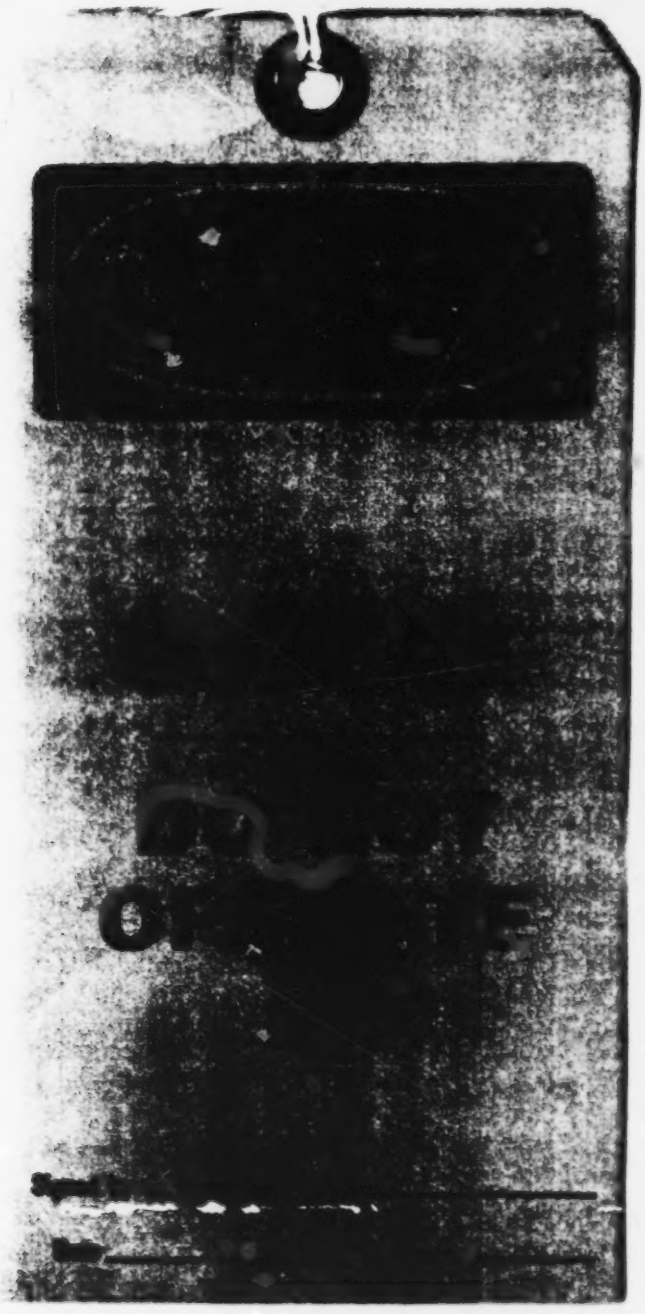
COMPLETED BY: EMPLOYEE

MATH REQUIRED: NONE

OTHER RELATED DOCUMENTS: NONE

SPECIAL INSTRUCTIONS: NOTE: FOLLOW THE "LOCK-OUT, TAG OUT, AND TRY-OUT PROCEDURE".

DO NOT USE ON ROLLING STOCK. NOTIFY SUPERVISOR WHEN USING RED TAG.



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BEST COPY AVAILABLE

BEST COPY AVAILABLE

DOCUMENT: HOLDING TAG (YELLOW)

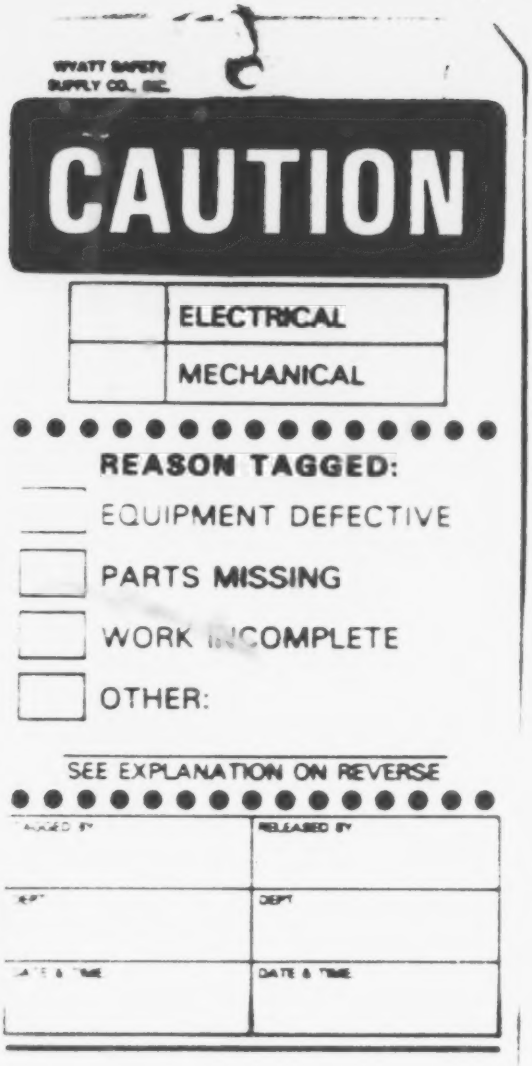
COMPLETED BY: EMPLOYEE

MATH REQUIRED: NONE

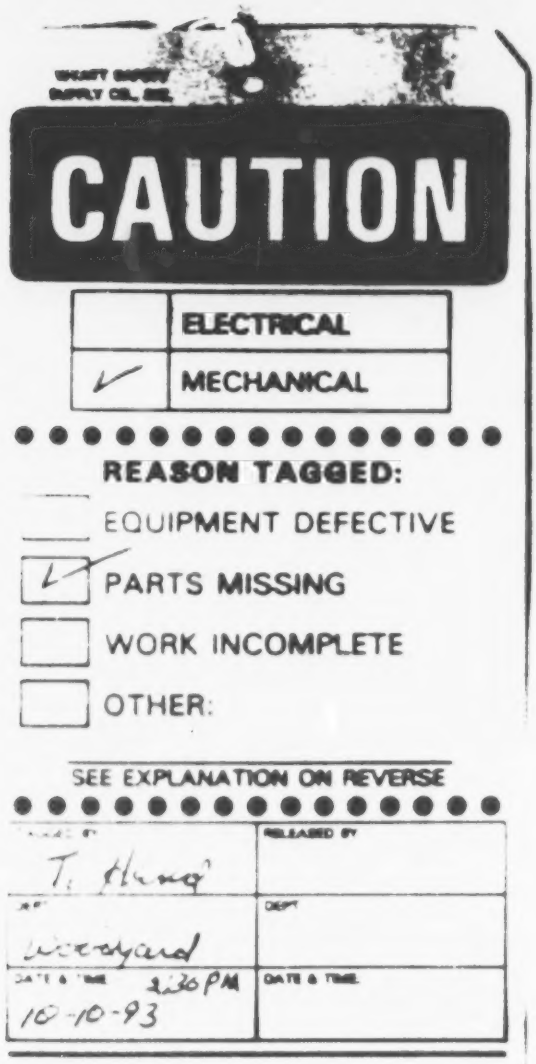
OTHER RELATED DOCUMENTS: NONE

SPECIAL INSTRUCTIONS: FILL OUT INFORMATION AS REQUESTED ON TICKET SURFACE.

NOTIFY SUPERVISOR WHEN TAGGING SOMETHING OUT.


WYATT SAFETY
SUPPLY CO., INC.
CAUTION
ELECTRICAL
MECHANICAL
REASON TAGGED:
EQUIPMENT DEFECTIVE
PARTS MISSING
WORK INCOMPLETE
OTHER:
SEE EXPLANATION ON REVERSE
RELEASED BY
DEPT
DATE & TIME

COMMENTS



CAUTION

	ELECTRICAL
✓	MECHANICAL

REASON TAGGED:

- EQUIPMENT DEFECTIVE
- [✓] PARTS MISSING
- [ ] WORK INCOMPLETE
- [ ] OTHER:

SEE EXPLANATION ON REVERSE

T. Hung	RELEASED BY
Weedyard	DEPT
DATE & TIME 2:30 PM 10-10-93	DATE & TIME

COMMENTS

Left steering tire
is not mounted
correctly. Some of the
lug nuts are missing

K. T. Hand

DOCUMENT: SHIFT TRADE FORM

COMPLETED BY: The Two Employees Involved

MATH REQUIRED: NONE

OTHER RELATED DOCUMENTS:

SPECIAL INSTRUCTIONS: MUST BE COMPLETED AND SIGNED BY BOTH EMPLOYEES AND BOTH SHIFT SUPERVISORS.

SHIFT TRADE FORM

Date _____

I, _____ request to trade shifts with _____. I will work _____ on _____. He will work _____ on _____.

We agree that this trade will involve no overtime and that all hours traded will be within the same work week.

_____ (Employee) (Clock No.)

_____ (Employee) (Clock No.)

Approved: _____

Approved: _____

cc: Employee (2)
Department Head
Payroll Department

SHIFT TRADE FORM

Date 9-9-93

I, T. Block request to trade shifts with E. Back. I will work 2:30 PM - 10:30 PM on 9-10-93. He will work 6:30 AM - 2:30 PM on 9-10-93.

We agree that this trade will involve no overtime and that all hours traded will be within the same work week.

T. Block 135 (Employee) (Clock No.)

E. Back 22 (Employee) (Clock No.)

Approved: J. Smith

Approved: _____

cc: Employee (2)
Department Head
Payroll Department

HOURLY EMPLOYEE
REQUEST/AUTHORIZATION
PERSONAL FLOATING HOLIDAY
PERIOD - CONTRACT YEAR

NAME_____ DEPT._____ CLOCK _____

1. I request my first Personal Paid Floating Holiday on the following scheduled work day:

_____
DATE OF HOLIDAY

_____ _____ _____
EMPLOYEE SIGNATURE DATE REQUESTED SUPERVISOR APPROVAL

xxxx

HOURLY EMPLOYEE
REQUEST/AUTHORIZATION
PERSONAL FLOATING HOLIDAY
PERIOD - CONTRACT YEAR

NAME Theresa Salmon DEPT. Human Resources CLOCK 1965

1. I request my first Personal Paid Floating Holiday on the following scheduled work day:

8-6-94
DATE OF HOLIDAY

Theresa Salmon	8-1-94	Debra Gary
EMPLOYEE SIGNATURE	DATE REQUESTED	SUPERVISOR APPROVAL

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

2. I request my second Personal Paid Floating Holiday on the following scheduled work day:

DATE OF HOLIDAY

EMPLOYEE SIGNATURE	DATE REQUESTED	SUPERVISOR APPROVAL

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

3. I request my third Personal Paid Floating Holiday on the following scheduled work day:

DATE OF HOLIDAY

EMPLOYEE SIGNATURE	DATE REQUESTED	SUPERVISOR APPROVAL

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

4. I request my Birthday as a Personal Paid Floating Holiday on the following scheduled work day:

DATE OF HOLIDAY

EMPLOYEE SIGNATURE	DATE REQUESTED	SUPERVISOR APPROVAL

xxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxxx

Note: If employee elects to receive pay in lieu of time off for any of the above floaters, write "PIL" in space for "Date of Holiday".

Distribution: This form must reach Security in payroll week taken.
Original: Foreman
cc: Accounting, Human Resources

DOCUMENT: VACATION REQUEST FORM

COMPLETED BY: The Employee

MATH REQUIRED: NONE

OTHER RELATED DOCUMENTS: NONE

SPECIAL INSTRUCTIONS: FOLLOW THE INSTRUCTIONS ON FORM.

HOURLY EMPLOYEE

VACATION REQUEST FORM

NOTE: This form is for scheduling vacations and must be completed between December 1 and 15. Employee is eligible for _____ week(s) in 19_____.

EMPLOYER'S NAME_____DEPARTMENT_____CLOCK#_____

Seniority Preference
Yes____
No____

First Week's Vacation Request
_____to_____
Beginning Date Ending date

Alternate to First Week's Vacation Request
_____to_____
Beginning Date Ending Date

Seniority Week's Preference
Yes____
No____

Second Week's Vacation Request
_____to_____
Beginning Date Ending Date

Alternate to Second Vacation Request
_____to_____
Beginning Date Ending Date

Seniority Preference
Yes____
No____

Third Week's Vacation Request
_____to_____
Beginning Date Ending Date

Alternate to Third Week's Vacation Request
_____to_____
Beginning Date Ending Date

Seniority Preference
Yes_____
No_____

Fourth Week's Vacation Request
_____to_____
Beginning Date Ending Date

Alternate to Fourth Week's Vacation Request
_____to_____
Beginning Date Ending Date

Seniority Preference
Yes_____
No_____

Fifth Week's Vacation Request
_____to_____
Beginning Date Ending Date

Alternate to Fifth Week's Vacation Request
_____to_____
Beginning Date Ending Date

Signature of Employee Making Request: _____

Request received by: _____

Date and Time: _____

Foreman's Approval _____

Date: _____

Department Head's Approval _____

Date: _____

Revised December 1990
H R Department

HOURLY EMPLOYEE

VACATION REQUEST FORM

NOTE: This form is for scheduling vacations and must be completed between December 1 and 15. Employee is eligible for 5 week(s) in 19 97.

EMPLOYER'S NAME Joe Faith DEPARTMENT Woodyard CLOCK# 56

Seniority Preference: Yes ✓ No ____ — First Week's Vacation Request: 4-20-97 (Beginning Date) to 4-26-97 (Ending date) — Alternate to First Week's Vacation Request: 5-20-97 (Beginning Date) to 5-26-97 (Ending Date)

Seniority Week's Preference: Yes ____ No ____ — Second Week's Vacation Request: 6-6-97 (Beginning Date) to 6-13-97 (Ending Date) — Alternate to Second Vacation Request: ____ (Beginning Date) to ____ (Ending Date)

Seniority Preference: Yes ____ No ____ — Third Week's Vacation Request: 12-1-97 (Beginning Date) to 12-2-97 (Ending Date) — Alternate to Third Week's Vacation Request: ____ (Beginning Date) to ____ (Ending Date)

Seniority Preference: Yes ____ No ____ — Fourth Week's Vacation Request: 12-10-97 (Beginning Date) to 12-17-97 (Ending Date) — Alternate to Fourth Week's Vacation Request: ____ (Beginning Date) to ____ (Ending Date)

Seniority Preference: Yes ____ No ____ — Fifth Week's Vacation Request: 12-10-97 (Beginning Date) to 12-26-97 (Ending Date) — Alternate to Fifth Week's Vacation Request: ____ (Beginning Date) to ____ (Ending Date)

Signature of Employee Making Request: Joe Faith

Request received by: ____

Date and Time: ____

Foreman's Approval ____

Date: ____

Department Head's Approval ____

Date: ____

Revised December 1990
H R Department

DOCUMENT: VACATION PAY AUTHORIZATION

COMPLETED BY: The Employee

MATH REQUIRED: NONE

OTHER RELATED DOCUMENTS: NONE

SPECIAL INSTRUCTIONS: MUST BE FILLED OUT AND TURNED IN BEFORE THE MONDAY OF THE WEEK THE VACATION STARTS.

HOURLY

VACATION PAY AUTHORIZATION

EMPLOYEE _____ CLOCK # _____ DEPT. _____
is entitled to _____ week(s) of vacation in calendar year 19___.

THIS IS AUTHORIZATION FOR ☐ TIME OFF / ☐ PAY-IN-LIEU FOR * _____ WEEK(S):

(1st Week) _____,198___through_____,198_

(2nd Week) _____,198___through_____,198_

(3rd Week) _____,198___through_____,198_

(4th Week) _____,198___through_____,198_

(5th Week) _____,198___through_____,198_

_____ DATE

_____ EMPLOYEE'S SIGNATURE

_____ SUPERVISOR'S SIGNATURE

NOTE: Please check appropriate block for type of pay. If employee is requesting pay for a week off and a pay-in-lieu, check both blocks and note in the blank (*) space how many checks this request is for. No dates are needed if pay-in-lieu only is requested.

ROUTING:

Accounting (Original)
Supervisor (Copy)
Personnel (Copy)

NOTE: IF CANCELING PREVIOUSLY SCHEDULED WEEK, PLEASE PUT DATE OF CANCELED WEEK HERE:

_____

Form #110.019
Revised: 9/83

FOR ACCOUNTING USE ONLY

HOURLY

VACATION PAY AUTHORIZATION

EMPLOYEE E. Hall CLOCK # 25 DEPT. Warehouse
is entitled to 5 week(s) of vacation in calendar year 1993.

THIS IS AUTHORIZATION FOR [X] TIME OFF / [ ] PAY-IN-LIEU FOR * 2 WEEK(S):

(1st Week) _____,198__through_____,198__

(2nd Week) 10-15 ,1993 through 11-15 ,1993

(3rd Week) _____,198__through_____,198__

(4th Week) _____,198__through_____,198__

(5th Week) _____,198__through_____,198__

9-10-93
DATE

E. Hall
EMPLOYEE'S SIGNATURE

T. Smith
SUPERVISOR'S SIGNATURE

NOTE: Please check appropriate block for type of pay. If employee is requesting pay for a week off and a pay-in-lieu, check both blocks and note in the blank (*) space how many checks this request is for. No dates are needed if pay-in-lieu only is requested.

ROUTING:

Accounting (Original)
Supervisor (Copy)
Personnel (Copy)

NOTE: IF CANCELING PREVIOUSLY SCHEDULED WEEK, PLEASE PUT DATE OF CANCELED WEEK HERE:

_____

Form #110.019
Revised: 9/83

FOR ACCOUNTING USE ONLY

VI.

VI. REVIEW OF COMPREHENSION SKILLS

THE WOODYARD EMPLOYEES, AS A WHOLE, HAVE GOOD READING ABILITIES. SOME OF YOU HAD TROUBLE MAKING A DECISION, OR REMEMBERING WHAT YOU HAD READ. STARTING BELOW ARE GENERAL EXAMPLES OF THE TYPES OF READING COMPREHENSION QUESTIONS WHICH WILL APPEAR ON THE COMPUTER.

QUESTION 1:

The live deck chains work in two sets of three. This means that the sets can work independently of each other to straighten the longwood logs as they approach the infeed conveyor. There are four log stops at the top of the live deck that are also used to straighten the logs. The knuckleboom loader is also used to straighten logs on the live deck.

Example: **A log is on top of a load of logs that the chains are not touching, the log is too high for the log stops to reach. The knuckleboom loader is used to straighten the log before it drops into the infeed conveyor.**

Question: **What is used to straighten logs on the live deck?**

A. **live deck chains**

B. **log stops**

C. **knuckleboom loader**

D. **all of the above**

E. **A and C only**

THE CORRECT ANSWER IS _____.

WHY WERE THE OTHERS NOT CORRECT?

A. _____

B. _____

C. _____

D. _____

E. _____

QUESTION 2:

The major pieces of equipment in the bark system are interlocked with each other. This means that the controls of two or more pieces of equipment are linked together so that they will start only in a certain order-sequence. And they will stop only in a certain ordered sequence. This linking protects the equipment by preventing the flow of bark to equipment that is shut down.

Example: **When the bark drag chain is stopped, the four inch screen, the bark reclaim conveyor, the spike roller, and the bark stokers also would be stopped.**

Question: **What is the purpose of interlocks in the bark system?**

A. **to protect equipment by preventing the flow of bark to shutdown equipment**

B. **to save time**

C. **to prevent equipment from being overloaded**

D. **B and C only**

E. **none of the above**

THE CORRECT ANSWER IS _____.

WHY WERE THE OTHERS NOT CORRECT?

A. _____

B. _____

C. _____

D. _____

E. _____

QUESTION 3:

As a log loader operator, you must perform certain pre-start checks. It is important that log loader be in sound mechanical condition, before operating it. If you operate the loader with a mechanical problem, it could result in costly repairs and downtime.

Example:	**Check the hydraulic hoses for leaks, worn hoses, or damaged lines. Look around and under the loader for fluid leaks and for any damaged or worn parts that may cause future downtime. Look for anything out of the ordinary that may cause problems.**
Questions:	**What could be the results if you operate a loader with a mechanical problem?**

A. it would overheat

B. the motor would quit running

C. it could result in costly repairs and downtime

D. c and b only

E. none of the above

THE CORRECT ANSWER IS _____.

WHY WERE THE OTHERS NOT CORRECT?

A. _____

B. _____

C. _____

D. _____

E. _____

QUESTION 4:

When checking a cable on the crane, look for signs of corrosion, wear, kinking, crushing, or frays that could cause the cable to break. This is an important safety precaution procedure. The cable should be replaced anytime there are six or more broken wires in a strand, or if the cable gets kinked or crushed.

Questions: What could cause a cable on the crane to break?

A. The cable got crushed.

B. The cable is kinked.

C. There are eight broken wires in a strand.

D. all of the above

THE CORRECT ANSWER IS _____.

WHY WERE THE OTHERS NOT CORRECT?

A._____

B._____

C._____

D._____

QUESTION 5:

The chip dozer operator will be informed at the start of the shift, by the previous operator, what species of chips are being fed to the reclaimer. The chip dozer operator will continue to feed that species unless notified by the digester operator to make a change in species being fed to the reclaimer.

Questions: **How does the chip dozer operator know what species of chips to feed to the reclaimer?**

A. **The digester operator will notify the chip dozer operator at the beginning of the shift.**

B. **The chip dozer operator checks the chip piles.**

C. **The chip dozer operator asks the shift foreman.**

D. **The previous shift chip dozer operator will inform the incoming chip dozer operator.**

THE CORRECT ANSWER IS_____.

WHY WERE THE OTHERS NOT CORRECT?

A._____

B._____

C._____

D._____

QUESTION 6:

As a sling-person, it is your responsibility to position the slings around a bundle of shortwood. When placing the slings around a bundle of shortwood, make sure the sling is not hooked on any part of the truck or trailer. After placing the sling around a bundle of shortwood, you signal to the crane operator to tighten the cable. When the crane operator starts to tighten the cable, use the pinch hold to hold the sling in position around the bundle.

Questions: How does the crane operator know when to tighten the cable to lift a bundle of shortwood?

A. when the slings are in place around a bundle

B. when the sling person moves away from the truck trailer

C. when the sling person signals

D. when the truck driver signals

THE CORRECT ANSWER IS ____.

WHY WERE THE OTHERS NOT CORRECT?

A. _____

B. _____

C. _____

D. _____

QUESTION 7:

When the species of wood being chipped is changed, the previous species is sent to storage. The new species of wood is then loaded onto the live deck. The woodyard is chipping hardwood. A truck carrying long pine arrives at the longwood unloading area. The crew leader calls the log loader operator by radio and instructs the operator to change the species of wood to be chipped.

Questions: What is the correct procedure for the log loader operator to follow?

A. unload the long pine to the live deck

B. unload the long pine to storage

C. reclaim hardwood from storage

D. none of the above

THE CORRECT ANSWER IS____.

WHY WERE THE OTHERS NOT CORRECT?

A._____

B._____

C._____

D._____

TODAY'S WORKPLACE

AN EMPLOYEE HANDBOOK

FOREWORD

This handbook is a product resulting from the activities of Alabama Southern Community College's two federally funded workplace literacy programs. Its purpose is to support the regional economic development activities of Southwest Alabama through enhancing the employability of its citizens.

The handbook is designed for continued non-profit use as a supplement to existing programs. Its dissemination locally includes, but is not limited to, the following:

Alabama Southern Community College Placement Centers
Alabama Southern Community College Adult "Success" Centers
Southwest Alabama Adult Education System
Choctaw, Clarke and Washington Counties

The information set forth in the handbook was generated through a collaborative effort among all project staff. It is based upon research, application and prior usage of materials. When possible, primary sources are cited. Any omission of a direct reference is unintentional.

TABLE OF CONTENTS

INTRODUCTION

TOOLS AND CONCEPTS:

SECTION 1:	*CONTINUOUS IMPROVEMENT*	*5*
SECTION 2:	*TEAM BUILDING*	*26*
SECTION 3:	*BRAINSTORMING*	*42*
SECTION 4:	*ACTIVE COMMUNICATION*	*55*
SECTION 5:	*DIVERSITY*	*94*
SOURCES		*107*

INTRODUCTION

INTRODUCTION

Whether you are entering the workforce for the first time, reentering the workforce for personal or economic reasons, or currently employed in the workforce, one fact is inescapable. Today's workplace bears little resemblance to those in which your grandparents and parents earned their livings.

In the past, a limited knowledge of the "Three Rs" (reading, {w}riting and {a}rithmetic) was sufficient to gain entrance to the workplace. On occasion, some technical knowledge of the industry was required. All decisions were made at the top, including problem solving. Employees were to follow orders, keep their mouths shut, put in their eight hours and go home. The industries, for which employees worked, had sustainable market shares and the employees had job security.

Global competition for all industries has changed the way employees must work. Industries are required to deliver quality products and services at a low price. Additionally, companies must provide higher levels of customer service to remain in the market.

How does this affect you as an employee or potential employee? It has been recognized by the management of organizations that those who work directly with a process (the steps taken to achieve an outcome) are best equipped to amend or improve it. While accountability is increasing for everyone, decision making and problem solving are pushed down to lower levels in the workplace. Employees are required to interact with others to achieve goals. Employees must be involved, informed, and flexible.

Technical skills alone do not create the employee described above. An employee must have the "right skills" and the "right attitude". The topics in this handbook attempt to introduce you to skills which can help you achieve the right mix for new or continued employment.

CONTINUOUS IMPROVEMENT

SECTION 1

TO MEET THE

CHALLENGES OF TODAY'S

COMPETITIVE ENVIRONMENT,

COMPANIES EMPLOY

MANAGEMENT TECHNIQUES

BASED UPON

TOTAL QUALITY MANAGEMENT,

CONTINUOUS IMPROVEMENT,

CUSTOMER SATISFACTION,

OR SOME VARIATION THEREOF.

MANY COMPANIES NOW

BASE MANAGEMENT STYLES

UPON THE

14 PRINCIPLES OF

THE LATE

DR W. EDWARDS DEMING.

DEMING'S 14 PRINCIPLES OF MANAGEMENT

1. *Constancy of Purpose*
2. *New Economic Age*
3. *Cease Reliance on Reactive Behavior*
4. *Minimize Total Costs and Supplies*
5. *Improve Constantly and Forever*
6. *Institute Training on the Job*
7. *Adopt and Institute Leadership*
8. *Create Trust - Remove Fear*
9. *Break Down all Barriers*
10. *Eliminate Slogans and Targets*
11. *Eliminate Numerical Quotas*
12. *Institute Pride of Workmanship*
13. *Implement Self - Improvement for All*
14. *Accomplish the Transformation*

TRENDS DRIVING USE OF QUALITY TECHNIQUES AND IMPROVEMENT:

COMPETITION

LIABILITY

REGULATION/REFORM

COST CONTAINMENT

JOB ENLARGEMENT

ACCOUNTABILITY

WHY IMPLEMENT THESE TECHNIQUES?

THE COST:

THE COST OF QUALITY IS

THE EXPENSE OF

DOING THINGS WRONG.

THE BOTTOM-LINE:

IN BOTH SERVICE FIRMS AND MANUFACTURING COMPANIES,

THE COST OF QUALITY CAN

INCREASE OPERATING COSTS BY AN AVERAGE OF 30%

THE ULTIMATE GOALS IN TODAY'S WORKPLACE ARE:

= *"0" ERRORS/REWORK*

= *"100%" CUSTOMER SATISFACTION*

= *CONTINUOUS IMPROVEMENT*

TODAY INDUSTRIES USE A SYSTEMATIC APPROACH OF CONTINUOUSLY IMPROVING THE PROCESSES THAT GENERATE AND DELIVER PRODUCTS AND SERVICES TO CUSTOMERS, BOTH INTERNALLY AND EXTERNALLY.

THIS APPROACH DETERMINES:

MARKET SHARE

PROFITABILITY

RETURN ON INVESTMENT

FIRM SURVIVAL

IN THE NEW WORKPLACE,

AN INDIVIDUAL GAINS THE OPPORTUNITY TO:

SHARE LEADERSHIP

THINK CREATIVELY

GAIN RECOGNITION

PROBLEM-SOLVE

EXPAND WORK KNOWLEDGE

AN ORGANIZATION GAINS THE ABILITY TO:

REDUCE ERRORS

REDUCE COST OF "POOR" QUALITY AND REWORK

IMPROVE CUSTOMER SERVICE

EXPAND MARKET SHARE

SIMPLIFY WORK PROCESSES

SET REASONABLE OBJECTIVES

POINTS TO REMEMBER REGARDING CUSTOMER SATISFACTION, TOTAL QUALITY MANAGEMENT AND CONTINUOUS IMPROVEMENT

POINT ONE:

EMPLOYEES SHOULD TREAT EACH OTHER AS <u>INTERNAL</u> CUSTOMERS.

POINT TWO:

SERVICE, NOT PRODUCT, CAUSES <u>PERMANENT</u> CUSTOMER LOSS.

POINT THREE:

POOR <u>INTERNAL</u> QUALITY AND LOSS OF <u>EXTERNAL</u> CUSTOMERS ARE STRONGLY CORRELATED.

DISTINGUISHING BETWEEN THE TWO TYPES OF CUSTOMERS SERVED BY EMPLOYEES

EXTERNAL CUSTOMERS:

RECIPIENTS OF A VALUE, GOOD OR SERVICE WHO OPERATE OUTSIDE THE ORGANIZATIONAL STRUCTURE.

YOUR EXAMPLE: _____

INTERNAL CUSTOMERS:

RECIPIENTS OF A VALUE, GOOD OR SERVICE WHO OPERATE WITHIN THE ORGANIZATIONAL STRUCTURE.

YOUR EXAMPLE: _____

TO MAKE IMPROVEMENTS,

QUALITY MUST BE

DEFINED AND MEASURED.

EACH PROCESS

BY WHICH A CUSTOMER

IS SERVED

CAN BE DEFINED.

IN THE NEW WORKPLACE,

EMPHASIS IS

PLACED UPON

<u>THE PROCESS</u>.

A

PROCESS IS

A SERIES OF STEPS.

FLOW-CHARTS

CAN BE USED

TO DEFINE A PROCESS.

A FLOW-CHART IS

COMPOSED OF THE

FOLLOWING SYMBOLS:

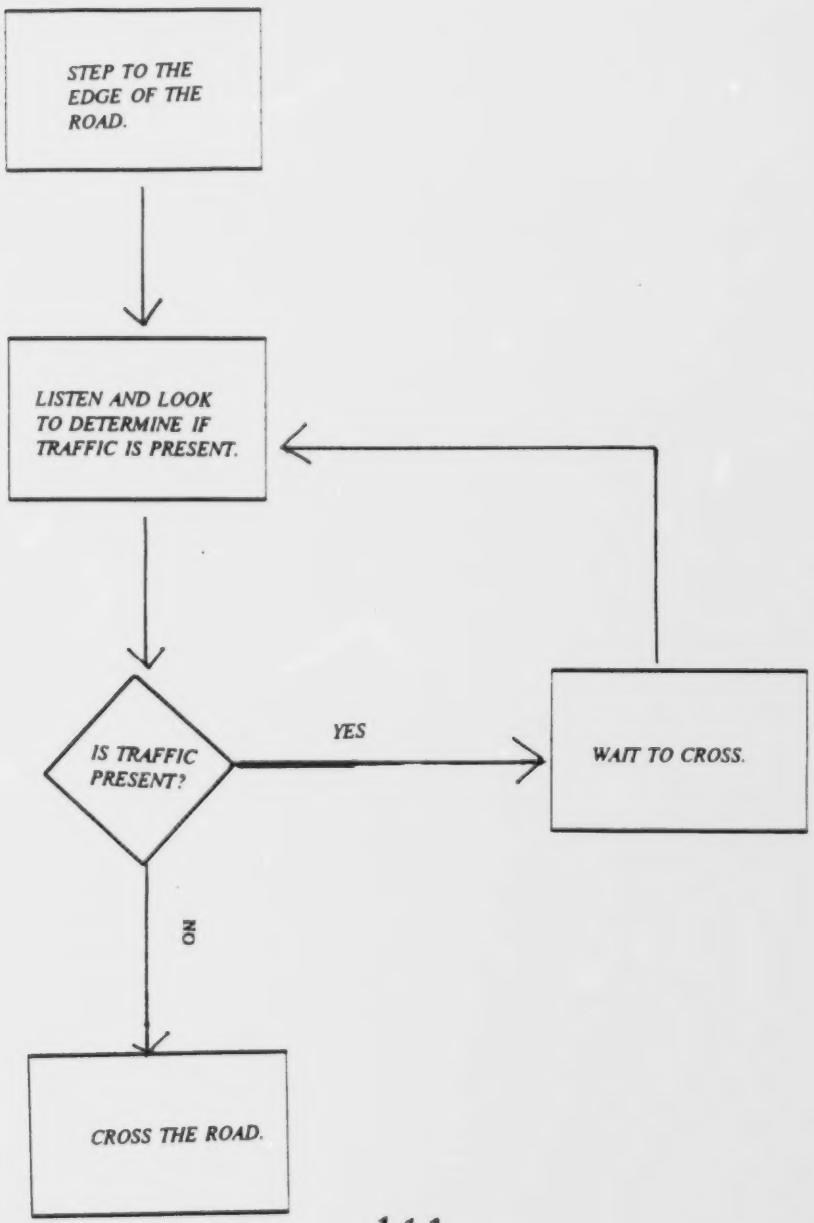
- DECISION

- STEP

- INPUTS/OUTPUTS

EXAMPLE OF A FLOW-CHART

PROCESS TO CROSS THE ROAD



IF YOU ASKED TEN

INDIVIDUALS TO FLOW-CHART

CROSSING THE ROAD,

YOU WOULD PROBABLY GET TEN SLIGHTLY

DIFFERENT FLOW-CHARTS.

IN COMPANIES,

THESE SLIGHT DIFFERENCES

CAUSE ERRORS, REWORK, CONFLICT

AND CUSTOMER DISSATISFACTION.

TO MEASURE THE

QUALITY OF A

SERVICE OR PRODUCT

GENERATED BY

A PROCESS,

<u>OBTAIN DATA</u>

FROM THE CUSTOMER,

EITHER EXTERNALLY

OR INTERNALLY.

A

SURVEY

CAN BE USED

TO

GATHER DATA.

AN

EXAMPLE OF A SURVEY:

WHICH COULD BE USED

TO DETERMINE HOW

AN INTERNAL CUSTOMER

DEFINES QUALITY

FOLLOWS

CUSTOMER SURVEY
(INTERNAL)

1. ***AS A CUSTOMER, WHAT ARE YOUR EXPECTATIONS OF MY DEPARTMENT?***

2. ***HOW DO YOU MEASURE MY DEPARTMENT'S ABILITY TO MEET THESE EXPECTATIONS?***

3. ***HOW WELL ARE WE CURRENTLY MEETING YOUR EXPECTATIONS (WHAT ARE WE DOING RIGHT)?***

4. ***HOW CAN WE IMPROVE OUR SERVICE/PRODUCT?***

CUSTOMER_____

NAME_____***DEPARTMENT***_____

IMPROVEMENTS OR CHANGES

TO A PROCESS

SHOULD ALWAYS BE DRIVEN

BY CUSTOMER NEEDS.

THE STEPS IN

THE PROCESS SHOULD

REFLECT THE INPUT OF

ALL INVOLVED EMPLOYEES

AS TO THE RIGHT WAY

TO ACHIEVE THE DESIRED OUTCOME

(IMPROVEMENT OR CHANGE).

TEAM BUILDING
SECTION 2:

TEAMS

CAN BE

FORMALLY ORGANIZED

OR

JUST EXIST

AS

NATURAL WORK UNITS

A SELF CHECK
YOUR ATTITUDE TOWARD DEPARTMENTAL TEAMS
RESPONSES: YES (Y), SOMETIMES (S), NO (N)

____*1.* ***WHEN FORMING A NEW TEAM, WOULD YOU PREFER TO BE GROUPED WITH ONLY THOSE PEOPLE WHOSE APPROACHES ARE SIMILAR TO YOURS?***

____*2.* ***WHEN THINGS ARE NOT GOING YOUR WAY, DO YOU SIT QUIETLY OR SULK?***

____*3.* ***ARE YOU IMPATIENT WITH OTHER TEAM MEMBERS WHO WANT TO DISCUSS PROCESS ISSUES?***

____*4.* ***DO YOU TRY TO AVOID OR SMOOTH OVER DIFFERENCES AMONG TEAM MEMBERS?***

____*5.* ***DO YOU REFUSE TO GO ALONG WITH SOME TEAM DECISIONS BECAUSE YOU ARE SURE GOING ALONG IS NOT THE RIGHT THING TO DO?***

____*6.* ***AS A TEAM LEADER, DO YOU SET GOALS WITHOUT THE INVOLVEMENT OF TEAM MEMBERS?***

____*7.* ***WHEN THINGS GO WRONG ON THE TEAM, DO YOU QUICKLY BLAME THE LEADER?***

____*8.* ***DO YOU BAD-MOUTH THE TEAM TO OTHER PEOPLE IN THE ORGANIZATION?***

____*9.* ***DO YOU MISS DEADLINES FOR COMPLETION OF TEAM ASSIGNMENTS OR SUBMIT INCOMPLETE WORK?***

____*10.* ***DO YOU PUSH FOR INDIVIDUAL RECOGNITION OF TEAM MEMBERS RATHER THAN TEAM ACKNOWLEDGEMENT AND AWARDS?***

TEAM PLAYERS AND TEAMWORK, The New Competitive Business Strategy, Glenn M. Parker.

SUMMARY OF THE SELF-CHECK:

IF YOU ANSWERED "NO" TO ALL TEN QUESTIONS, YOU WILL CONTRIBUTE GREATLY TO THE SUCCESS OF YOUR TEAM.

IF YOU ANSWERED "YES" OR "SOMETIMES" TO AT LEAST FIVE QUESTIONS, YOU NEED TO BUILD YOUR TEAM SKILLS SOMEWHAT.

IF YOU ANSWERED "YES" TO ALL TEN QUESTIONS, YOU NEED TO RETHINK YOUR ENTIRE APPROACH TO TEAM WORK.

WHEN TO DO TEAM BUILDING

TYPICAL SYMPTOMS THAT SIGNAL THE NEED FOR TEAM BUILDING INCLUDE THE FOLLOWING:

- ***LOSS OF PRODUCTION OR OUTPUT.***
- ***INCREASED NUMBER OF COMPLAINTS.***
- ***CONFLICTS OR HOSTILITY.***
- ***CONFUSION ABOUT ASSIGNMENTS.***
- ***UNCLEAR RULES***
- ***DECISIONS THAT ARE MISUNDERSTOOD.***
- ***NO FOLLOW-THROUGH.***
- ***APATHY OR LACK OF INTEREST.***
- ***INEFFECTIVE STAFF MEETINGS, LOW PARTICIPATION.***
- ***START-UP OF A NEW GROUP.***
- ***HIGH DEPENDENCY ON MANAGERS.***
- ***NEGATIVE REACTIONS TO MANAGERS.***
- ***COMPLAINTS FROM CUSTOMERS (BOTH INTERNAL AND EXTERNAL) ABOUT THE QUALITY OF SERVICE.***

A TEAM IS DEFINED AS:

A GROUP OF INDIVIDUALS WHO ACCOMPLISH A GOAL(S) BY USING TOOLS AND CONCEPTS DEVELOPED TO MEET THE GOALS.

A TEAM IS NOT:

-- *INDIVIDUALS GROUPED TOGETHER WITHOUT A SPECIFIC PURPOSE*

-- *A SOCIAL OR GRIPE GROUP*

-- *DEMANDED BY MANAGEMENT*

-- *"WINDOW DRESSING", SO YOU CAN SAY YOU ARE ON A TEAM.*

-- *USED TO "PROVE A POINT"*

A TEAM'S GOAL IS PRIMARILY TO IMPROVE:

A PROCESS

A PRODUCT

A DESIGN

AN OBJECTIVE

A TEAM CAN ALSO:

SOLVE A PROBLEM

PREVENT A PROBLEM

IDENTIFY AN OPPORTUNITY

THE THREE ROLES IN A TEAM ARE:

LEADER
(FACILITATOR)

RECORDER

MEMBERS

ROLES OF PARTICIPANTS LEADER (FACILITATOR):

-- *UNDERSTANDS THE PROCESS.*

-- *HAS SELF-CONFIDENCE; IS SELF-ASSURED.*

-- *IS A GOOD COMMUNICATOR.*

-- *SETS GOALS AND METHODS THAT ARE ACHIEVABLE.*

-- *ENCOURAGES AND MOTIVATES TEAM BEHAVIOR.*

-- *CREATES TRUST.*

-- *MAINTAINS CONSISTENCY.*

-- *IS WILLING TO YIELD FOR THE GOOD OF THE TEAM.*

RECORDER:

-- *IS ABLE TO WRITE IN CLEAR, CONCISE STATEMENTS*

-- *IS GOOD AT SYNTHESIZING INFORMATION*

-- *IS RESPONSIBLE AND DILIGENT*

-- *CAN SCHEDULE AND PLAN*

-- *ENJOYS COMMUNICATION*

-- *CAN SERVE AS AN ARBITRATOR*

MEMBERS:

-- *ARE WILLING TO PARTICIPATE*

-- *ARE EAGER TO LEARN*

-- *CONTRIBUTE; COOPERATE, AND CHANGE*

-- *ENJOY WORKING IN A TEAM ENVIRONMENT*

CHARACTERISTICS OF AN EFFECTIVE TEAM

1. *"ATMOSPHERE" OF TEAM IS INFORMAL, COMFORTABLE AND RELAXED.*

2. *DISCUSSION EXISTS FREELY WITH ACTIVE PARTICIPATION FROM ALL MEMBERS.*

3. *OBJECTIVE/MISSION OF TEAM IS WELL UNDERSTOOD AND ACCEPTED BY ALL.*

4. *MEMBERS ACTIVELY LISTEN TO EACH OTHER.*

5. *DISAGREEMENT IS CONSTRUCTIVE, NOT ABUSIVE.*

6. *DECISIONS ARE REACHED BY CONSENSUS.*

7. *TEAM MEMBERS ARE FREE TO EXPRESS THEIR FEELINGS. HIDDEN AGENDAS ARE AVOIDED.*

8. *TASKS, RESPONSIBILITIES, AND ASSIGNMENTS ARE MADE CLEAR AND ARE ACCEPTED.*

9. *TEAM LEADER DOES NOT DOMINATE THE TEAM, BUT FACILITATES PROGRESS.*

10. *THE TEAM IS SELF CONSCIOUS ABOUT ITS OWN OPERATIONS.*

ADAPTED FROM: D. McGREGOR, HUMAN SIDE OF ENTERPRISE.

TEAM MEETINGS

THE MINIMUM PREPARATION FOR ANY MEETING SHOULD BE TO:

DEVELOP AN AGENDA.

SET START/FINISH TIME.

REQUIRE WRITTEN CONFIRMATION OF MEETING NOTICE BY THOSE WHO WILL ATTEND.

FOR A SUCCESSFUL MEETING:

BEFORE:

KNOW OBJECTIVES.
PLAN FOR ACCOMPLISHING THEM.
DECIDE WHO WILL BE THERE.
DECIDE WHERE IT WILL BE HELD.
SEND WRITTEN NOTICE.
REQUIRE WRITTEN CONFIRMATION.
SET UP.

DURING:

START ON TIME.
REVIEW OBJECTIVES.
REVIEW ENDING TIME.
STAY FOCUSED.
REACH AN UNDERSTANDING OF WHAT IS TO BE DONE BEFORE THE NEXT MEETING.
SET SPECIFICS FOR NEXT MEETING.
EVALUATE THE MEETING.

AFTER:

PREPARE MINUTES.
SEND WRITTEN COPY OF ASSIGNMENTS.

REMEMBER TO SET ASIDE TIME FOR:

-- *QUESTIONS AND ANSWERS*

-- *ALTERNATIVES/CONFLICTS*

-- *DISCUSSIONS*

-- *DECISION MAKING AND CONSENSUS/BRAINSTORMING*

-- *NEW BUSINESS*

-- *NEW PROPOSALS/IDEAS*

-- *NEXT MEETING AGENDA*

A SIMPLE RULE:
A ROUTINE TEAM MEETING SHOULD NEVER EXCEED ONE HOUR.

SAMPLE TEAM MEETING AGENDA:

WHAT	*WHO*	*HOW LONG*
REVIEW OBJECTIVES FOR MEETING. *RECAP INTERIM DEVELOPMENTS.*	*TEAM LEADER*	*5*
REPORT ACTIVITIES.	*TEAM MEMBERS*	*10*
DISCUSSION.	*TEAM MEMBERS*	*5*
PRESENT NEW IDEAS AND NEXT BUSINESS. *BRAINSTORM AND REACH CONSENSUS.*	*TEAM MEMBERS*	*30*
ASSIGN TASKS. *CREATE NEXT MEETING AGENDA.*	*EVERYONE*	*9*
END MEETING	*TEAM LEADER*	*1*

BRAINSTORMING
SECTION 3

BRAINSTORMING

CAN BE

A VALUABLE TOOL

AND A USEFUL TECHNIQUE

FOR GENERATING IDEAS.

IN

TODAY'S WORKPLACE.

BRAINSTORMING

CAN BE USED IN

A VARIETY OF SITUATIONS

WHERE YOU DESIRE

MULTIPLE IDEAS

AND GROUP ENERGY.

BRAINSTORMING

CAN BE COMBINED

WITH OTHER TOOLS

TO ENGAGE IN

PROCESS IMPROVEMENT.

RULES OF BRAINSTORMING

TEAM MEMBERS SHOULD AGREE TO ABIDE BY THE FOLLOWING RULES:

WE AGREE TO NOT EVALUATE IDEAS WHILE BRAINSTORMING.

WE AGREE TO EMPHASIZE THE <u>QUANTITY</u> OF IDEAS.

WE AGREE TO RECORD EVERYTHING-EXACTLY AS SAID.

WE AGREE TO BUILD UPON IDEAS.

WE AGREE TO REINFORCE AND SHOW ENCOURAGEMENT FOR ALL IDEAS.

WE AGREE THAT EVERY MEMBER WILL CONTRIBUTE TO THE EFFORT.

WE AGREE TO STAY FOCUSED.

WE AGREE TO HAVE FUN!

STEPS IN BRAINSTORMING

1. *SELECT THE TOPIC.*

2. *HAVE EACH MEMBER IN TURN OFFER AN IDEA ON THE TOPIC.*

3. *REFRAIN FROM COMMENTING ON ANY IDEA.*

4. *HAVE FACILITATOR/RECORDER RECORD ALL IDEAS ON A CHART.*

5. *CONTINUE IN TURN UNTIL ALL MEMBERS HAVE EXHAUSTED IDEAS AND SAY "PASS".*

6. *DISCUSS AND "LOBBY" ITEMS ON THE LIST. CONSOLIDATE WHERE POSSIBLE.*

7. *VOTE.*

8. *IMPLEMENT.*

WHEN <u>ALL MEMBERS</u> SAY

"PASS",

THE

<u>IDEA GATHERING PHASE</u>

IS OVER.

NOW IT IS TIME

TO

"LOBBY" FOR IDEAS,

"DISCUSS" IDEAS,

AND

"COMBINE" LIKE IDEAS.

IDEAS CAN BE

COMBINED ONLY

WITH THE PERMISSION

OF THE

TEAM MEMBER(S) SUBMITTING THEM

AFTER <u>ADEQUATE</u> DISCUSSION,

TEAM MEMBERS

ARE READY FOR

THE VOTING PROCESS.

10 - 4

VOTING METHOD

10-4

VOTING METHOD

-- *EACH PARTICIPANT HAS "10 POINTS" (VOTES).*

-- *NO PERSON CAN CAST MORE THAN "4" POINTS FOR ANY ONE IDEA.*

-- *VOTE.*

-- *TOTAL ASSIGNED POINTS FOR EACH IDEA.*

-- *RE-WRITE LIST - RANK FROM <u>MOST</u> POINTS TO <u>LEAST</u> POINTS.*

OTHER TOOLS YOU MAY ENCOUNTER IN TODAY'S WORKPLACE

CAUSE AND EFFECT DIAGRAM
a/k/a THE FISHBONE DIAGRAM

TALLY SHEET

PARETO CHART

SURVEYS

FORCEFIELD ANALYSIS

SELECTION GRID

COST BENEFIT ANALYSIS

SCATTER DIAGRAM

CONTROL CHART

HISTOGRAM

SHEWHART CYCLE

NOTE: ADDITIONAL INFORMATION ON THESE TOOLS CAN BE OBTAINED THROUGH ALABAMA SOUTHERN COMMUNITY COLLEGE.

"I KNOW YOU BELIEVE YOU

UNDERSTAND WHAT YOU THINK I SAID,

BUT I AM NOT SURE YOU REALIZE WHAT

YOU HEARD IS NOT WHAT I MEANT."

-- VARIOUS POLITICIANS

ACTIVE COMMUNICATION

SECTION 4

ACTIVE COMMUNICATION:

MEANS THAT TWO OR MORE PEOPLE HAVE EXCHANGED INFORMATION WHICH HAS BEEN:

-- *DELIVERED APPROPRIATELY*

-- *INTERPRETED APPROPRIATELY*

-- *RESPONDED TO APPROPRIATELY*

ACTIVE COMMUNICATION CONTAINS TWO MAJOR COMPONENTS:

GOOD INTERPERSONAL SKILLS

AND

ACTIVE LISTENING

COMMON BARRIERS TO COMMUNICATION

-- *DIFFERENCES IN MEANING*

-- *INSUFFICIENT TRUST*

-- *INFORMATION OVERLOAD*

-- *CONDESCENDING TONES*

-- *LISTENING PROBLEMS*

-- *PREMATURE JUDGEMENTS*

-- *INACCURATE ASSUMPTIONS*

BARRIERS DEFINED:

DIFFERENCES IN MEANING:

-- ***ARE CAUSED BY DIVERSITY IN SUCH AREAS AS EDUCATION, CULTURE, AND NATIONAL ORIGIN. WORDS, GESTURES, AND EXPRESSIONS CAN HAVE DIFFERENT MEANINGS TO DIFFERENT PEOPLE.***

INSUFFICIENT TRUST:

-- ***IS CAUSED WHEN LISTENERS ARE OVERLY SENSITIVE AND GUARDED. LISTENERS LOOK FOR THE "REAL MEANING" AND MISS THE TRUE MESSAGE.***

INFORMATION OVERLOAD:

-- ***IS CAUSED BY ADVANCES IN COMMUNICATION TECHNOLOGY AND AVAILABILITY OF INFORMATION. RECEIVING INFORMATION FROM COMPUTERS, MODEMS, SATELLITES, FAX MACHINES, ELECTRONIC MAIL, ETC. CAN BE TOO MUCH.***

CONDESCENDING TONES:

-- *IS CAUSED WHEN THE SPEAKER TALKS DOWN TO THE LISTENER. THE TONE OVERRIDES THE CONTEXT.*

LISTENING PROBLEMS:

-- *ARE CAUSED WHEN THE LISTENER DOES NOT LISTEN TO THE SPEAKER AND VICE-VERSA. IT IS THE MOST SEVERE BECAUSE 50% OF OUR COMMUNICATION IS LISTENING.*

PREMATURE JUDGEMENTS:

-- *ARE CAUSED BY JUMPING TO DECISIONS WITHOUT ADEQUATE KNOWLEDGE. THEY OCCUR RESULT BECAUSE OF CLOSED MINDS.*

INACCURATE ASSUMPTIONS:

-- *ARE CAUSED BY PRECONCEIVED IDEAS. THESE LEAD TO ERRONEOUS OUTCOMES AND ACTIVITIES.*

WHAT REALLY COUNTS

IS NOT

USUALLY TAUGHT.

A KEY INGREDIENT

TO ACTIVE

COMMUNICATION

IS

BELIEVABILITY.

-- DECKER

GOOD

INTERPERSONAL

SKILLS

USED

IN

COMMUNICATION

MAKE

US

BELIEVABLE.

GOOD INTERPERSONAL SKILLS

DEFINED:

THE SKILLS NECESSARY TO FEARLESSLY INTERACT AND

COMMUNICATE WITH OTHERS AT ALL LEVELS TO ACHIEVE THE

DESIRED OUTCOMES IN QUALITY WORKPLACE.

HIGHER LEVELS OF

MATHEMATICAL,

SCIENTIFIC,

AND

TECHNOLOGICAL

EXPERTISE

ARE NOT SUBSTITUTES

FOR

GOOD INTERPERSONAL SKILLS

IN THE

WORKPLACE.

INTERPERSONAL SKILLS

ARE AS VITAL TO

<u>TODAY'S WORKPLACE</u>

AS THE THREE R'S

WERE TO

YESTERDAY'S WORKPLACE.

THE LINKAGE TO QUALITY AND IMPROVEMENT:

INTERPERSONAL SKILLS

DIRECTLY AFFECT

FLEXIBILITY AND RESPONSIVENESS

WHICH DIRECTLY AFFECT

CUSTOMER SATISFACTION.

GOOD INTERPERSONAL SKILLS

<u>NOT FEAR</u>

SERVE TO MOTIVATE INDIVIDUALS

IN TODAY'S WORKPLACE.

INTERPERSONAL SKILLS REQUIRED IN TODAY'S WORKPLACE

-- ***DEMONSTRATE THAT YOU ARE LISTENING.***

-- ***SERVE AS A ROLE MODEL.***

-- ***BE AN INITIATOR.***

-- ***BE OPEN TO FEEDBACK.***

-- ***BE WILLING TO MAKE PERSONAL CHANGES.***

-- ***BE WATCHFUL AND ALERT.***

-- ***DEAL WITH YOUR OWN FEAR OF SPEAKING UP.***

-- ***FACILITATE RATHER THAN DIRECT.***

-- ***TAKE A DEVELOPMENTAL, LEARNING-ORIENTED APPROACH.***

-- ***ASK FOR OUTSIDE HELP, IF YOU NEED IT.***

*DRIVING FEAR OUT OF THE WORKPLACE, How to Overcome the Invisible Barriers to Quality, Productivity, and Innovation, Kathleen D. Ryan and David K. Oestriech.

HOW DO YOU

KNOW IF

YOUR

INTERPERSONAL SKILLS

NEED

IMPROVEMENT?

A SELF-CHECK
EVIDENCE OF LOW INTERPERSONAL SKILLS
AND HIGH FEAR IN THE WORKPLACE

SYMPTOMS	*HAPPENING HERE*	*FEAR (SPEAKING)*	*COSTS $ AND NON$*
Lawsuits against company			
Labor unrest			
No suggestions given			
Loss of customers			
Turf battles			
"Us vs. Them" talk			
Complaining after meetings			
Unwillingness to take responsibility (cover-ups)			
Many personnel policies; strict rules			
Many layers for simple decisions			
Many checks for simple transactions			
CYA activities			
Political behavior			
Negative feelings about company			

A SELF-CHECK
EVIDENCE OF LOW INTERPERSONAL SKILLS
AND HIGH FEAR IN THE WORKPLACE

SYMPTOMS	*HAPPENING HERE*	*FEAR (SPEAKING)*	*COSTS $ AND NON$*
"Could care less" attitude			
Stressful work environment			
Cynicism			
Bad decisions or indecision			
Grievances			
Resistance to performance appraisals			
People feel they get no feedback			
Expensive, "quick fix" training			
Meetings with no questions or problems solved			
High absenteeism High tardiness			
Missed schedules			
Unethical behavior			
Budget Problems			
Many EEO and harassment issues			

A SELF-CHECK
EVIDENCE OF LOW INTERPERSONAL SKILLS
AND HIGH FEAR IN THE WORKPLACE

SYMPTOMS	*HAPPENING HERE*	*FEAR (SPEAKING)*	*COSTS $ AND NON $*
High performance and creative thinkers leave			
Eleventh hour reports admitting a project won't work			
Commitment to projects that are a waste of time			
A very active rumor mill			
Widespread unrest about promotions; assignments and terminations			
Threatening and abusive behavior by supervisors, managers and employees			

IF YOU CHECKED

FIVE

OR

MORE

ITEMS

THERE IS ROOM

FOR IMPROVEMENT.

LOW INTERPERSONAL SKILLS

RESULT IN

INAPPROPRIATE BEHAVIOR.

INAPPROPRIATE BEHAVIORS IN THE WORKPLACE:

1. *SILENT TREATMENT*
2. *GLARING EYE CONTACT "THE LOOK"*
3. *ABRUPTNESS*
4. *SNUBBING OR IGNORING PEOPLE*
5. *INSULTS AND PUT-DOWNS*
6. *BLAMING, DISCREDITING, OR DISCOUNTING*
7. *AN AGGRESSIVE, CONTROLLING MANNER*
8. *THREATS ABOUT THE JOB*
9. *YELLING AND SHOUTING*
10. *ANGRY OUTBURST OR LOSS OF CONTROL*
11. *PHYSICAL THREATS*

(LISTED IN ORDER OF SEVERITY)

*DRIVING FEAR OUT OF THE WORKPLACE, How to Overcome the Invisible Barriers to Quality, Productivity, and Innovation, Kathleen D. Ryan and David K. Oestriech.

TEN WAYS TO IMPROVE INTERPERSONAL COMMUNICATION

1. *CLARIFY YOUR IDEAS BEFOREHAND.*
2. *EXAMINE THE TRUE PURPOSE.*
3. *CONSIDER THE PHYSICAL AND HUMAN SETTING.*
4. *CONSULT WITH OTHERS IN PLANNING.*
5. *PAY ATTENTION TO OVERTONES AS WELL AS BASIC CONTENT.*
6. *GIVE SOMETHING OF HELP OR VALUE TO THE LISTENER.*
7. *FOLLOW-UP.*
8. *COMMUNICATE FOR THE LONG-TERM ALSO.*
9. *DO WHAT YOU SAY.*
10. *BE A GOOD LISTENER.*

Paraphrased from The American Management Association approved list, Management & Organization, Williams, et al.

YOU HAVE BEEN EDUCATED

IN

READING

WRITING

SPEAKING

HOWEVER, THE "MOST USED" AND

"LEAST TAUGHT" COMMUNICATION SKILL

IS "LISTENING".

GOOD

LISTENING

SKILLS

ARE PART OF

ACTIVE

COMMUNICATION.

KEY ELEMENTS OF ACTIVE LISTENING

KEY ELEMENT ONE:

HEAR THE MESSAGE

KEY ELEMENT TWO:

INTERPRET THE MESSAGE

KEY ELEMENT THREE:

EVALUATE THE MESSAGE

KEY ELEMENT FOUR:

RESPOND TO THE MESSAGE

KEY ELEMENT ONE

TO HEAR THE MESSAGE:

PAY ATTENTION

DETERMINE WHAT IS IMPORTANT

RECOGNIZE EMOTIONAL CLUES GIVEN BY THE SPEAKER

TO REMEMBER WHAT IS IMPORTANT, TAKE PRACTICAL NOTES.

BE PREPARED!

PAPER
PEN
TAPE RECORDER

GET IT DOWN!

NOT TOO NEAT
CLEAR ENOUGH FOR YOU

DON'T WRITE EVERYTHING!

NO COMPLETE SENTENCES
VISUAL NOUNS
ACTION VERBS (EXAMPLE: DO, CHECK, SEE)
YOUR "PERSONAL" SHORTHAND

KEY ELEMENT TWO

TO INTERPRET THE MESSAGE:

HAVE KNOWLEDGE OF YOUR PERSONAL FILTERS.

WANT TO UNDERSTAND WHAT IS BEING SAID.

ASK FOR CLARIFICATION IF THE MESSAGE ISN'T CLEAR TO YOU.

YOUR PERSONAL FILTERS:

"HOT BUTTONS"

EMOTIONAL HOT BUTTONS:

-- *ARE INTENSE COMPLEX FEELINGS THAT AFFECT THE WAY YOU LISTEN.*

-- *CAN SERVE AS FILTERS TO DISTORT WHAT YOU HEAR.*

-- *MAY CAUSE A DIFFERENT EMOTIONAL REACTION, BUT CAUSE THE SAME PHYSICAL RESPONSE EACH TIME YOU HEAR THEM.*

YOU CAN CONTROL YOUR HOT BUTTONS IF YOU LEARN TO RECOGNIZE WHAT "TRIGGERS" THEM.

EXAMPLES OF "HOT BUTTONS"

-- *"YOU NEVER/ALWAYS"*

-- *KNOW-IT-ALL ATTITUDES*

-- *INDIVIDUALS WHO SMOKE CIGARETTES OR CIGARS WHILE TALKING TO YOU*

-- *"SHUT-UP"*

-- *BAD GRAMMAR*

-- *"YOU NEVER LISTEN"*

-- *BAD BREATH*

-- *GUM SMACKING*

-- *TOBACCO CHEWING SPITTING*

-- *PUSHY INDIVIDUALS*

-- *WHINING/COMPLAINING*

-- *"WHAT YOU SHOULD DO IS..."*

-- *"WHAT YOU SHOULD HAVE DONE IS..."*

-- *OTHERS:*_____

TRIGGERS MAKE YOU AWARE OF WHEN YOU ARE ABOUT TO DO <u>LESS THAN ACTIVE LISTENING</u>.

EXAMPLES OF TRIGGERS:

--- *INCREASED HEARTBEAT*

--- *SWEATY HANDS*

--- *SHAKY VOICE*

--- *TIGHTENED CHEST*

OTHERS:

STRATEGIES FOR HANDLING TRIGGERS:

-- *TAKE DEEP BREATHS*

-- *MOVE BACK A STEP*

-- *THINK BEFORE YOU REACT*

-- *DEVELOP A PLAN BEFOREHAND IF YOU ANTICIPATE PROBLEMS*

OTHERS:

KEY ELEMENT THREE:

TO EVALUATE THE MESSAGE:

ASK QUESTIONS TO GATHER MORE DATA, IF NEEDED.

ANALYZE THE EVIDENCE BEFORE FORMULATING YOUR RESPONSE

BE OPEN MINDED-DON'T JUMP TO SEEMINGLY OBVIOUS CONCLUSIONS

QUESTIONS AND STATEMENTS TO ASK WHEN USING ACTIVE LISTENING	*EXAMPLE*
TO SHOW INTEREST IN WHAT IS BEING SAID.	*I SEE.*
TO SHOW ENCOURAGEMENT TO THE SPEAKER.	*GO ON.* *TELL US MORE.*
TO ASSIST THE SPEAKER IN CLARIFYING.	*THE PROBLEM AS YOU SEE IT IS . . .*
TO HELP THE SPEAKER TO UNDERSTAND HOW HE SOUNDS.	*YOU'VE DECIDED THIS AND THE OTHERS REASONS ARE . . .* *. . IF I UNDERSTAND CORRECTLY, YOU'RE SAYING THIS . . .*
TO FIND KEY ELEMENTS IN A LONG STATEMENT OR MEETING.	*SO THE KEY IDEA IS . . .* *YOU THINK WE CAN . . .*
TO SHOW ACKNOWLEDGEMENT OF A PERSON'S EMOTIONS.	*YOU FEEL STRONGLY . .* *YOU DON'T THINK . . .*
TO SUMMARIZE SPECIFIC POINTS IN ORDER TO MOVE ON.	*CAN WE ALL AGREE THAT . . .*
TO SHOW CONSENSUS.	*AS A TEAM, WE CAN SUPPORT . . .*

KEY ELEMENT FOUR

TO RESPOND TO THE MESSAGE:

WANT TO REACH AN UNDERSTANDING
BY THE END OF THE COMMUNICATION

GIVE POSITIVE FEEDBACK
AND BODY LANGUAGE

DON'T GIVE MIXED SIGNALS
EXAMPLE: BODY VS. WORDS

TO USE POSITIVE BODY LANGUAGE:

MAKE EYE CONTACT

SIT ALERT, BUT COMFORTABLE

NOD IN RESPONSE

LOOK LIKE A LISTENER

TO BUILD COMMON GROUND WITH THE SPEAKER, WITHOUT BEING TOO OBVIOUS:

MATCH THE PACE OF YOUR VOICE

MATCH THE VOLUME OF YOUR VOICE

USE SAME WORDS AND PHRASES

MIMIC GESTURES

MATCH THE RATE OF YOUR BREATHING

ASSESSING

YOUR

LISTENING

STYLE

THREE COMMON LISTENING STYLES

YOUR LISTENING STYLE IS THE WAY YOU BEHAVE WHEN YOU LISTEN.
IT REFLECTS YOUR ATTITUDE.
IT CAN HELP YOU <u>OR</u> HINDER YOU.

THE DAYDREAMER:

--HAS A "GLAZED" LOOK
--IS THERE, BUT NOT THERE
--STARES BLANKLY
--IS FIDGETY
--LOOKS FOR DISTRACTIONS
--CHECKS WATCH
--SLOUCHES AND SLEEPS

THE CRITICIZER:

--LISTENS ONLY TO FIND "FAULT"
--ROLLS EYES IN DISBELIEF
--AVOIDS EYE CONTACT
--ASKS DEMANDING QUESTIONS
--AVOIDS SMALL TALK
--JUMPS TO CONCLUSIONS
--TRIES TO DISCREDIT SPEAKER
--FOCUSES ON LITTLE THINGS

THE CONFORMER:

--FAKES ATTENTION
--HIDES "TRUE" OPINIONS
--DISCUSSES VERY LITTLE
--NODS HEAD FREQUENTLY
--SAYS "THAT'S NICE" AND
"I SEE YOUR POINT."
--IS ALWAYS A FOLLOWER

YOU MAY EXHIBIT ANY OR ALL OF THE ABOVE STYLES GIVEN DIFFERENT SITUATIONS.

YOU SHOULD ATTEMPT TO BECOME:

THE ACTIVE LISTENER:

--CONCENTRATES ON WHAT'S SAID

--LISTENS TO ALL FACTS AND TO KEY WORDS

--REMAINS OBJECTIVE

--LOOKS FOR THE TRUE MEANING

--LOOKS AT THE TOTAL PICTURE

--IS AWARE OF SPEAKER'S FEELINGS AND BODY LANGUAGE

--MAKES NO PERSONAL JUDGEMENTS

--GIVES FEEDBACK AND CLARIFIES

--ATTEMPTS TO CLEARLY UNDERSTAND THE SPEAKER

DIVERSITY
SECTION 5

WHY SHOULD YOU BE CONCERNED WITH DIVERSITY IN TODAY'S WORKPLACE?

BECAUSE IT AFFECTS YOUR EMPLOYMENT AND WORK LIFE IN NUMEROUS WAYS

EXAMPLES:

-- *COMMUNICATION*

-- *COMPETITIVENESS*

-- *PRODUCTIVITY*

-- *MOTIVATION*

-- *MORALE*

OTHERS:

_____

_____

_____

AN

ORGANIZATION'S

LONG-TERM EFFECTIVENESS

IS A

FUNCTION OF ITS

ABILITY TO CAPITALIZE

UPON THE ABUNDANT AND DIVERSE TALENTS

OF ITS

ENTIRE WORKFORCE.

PRODUCTIVE

WORKPLACES

DO NOT EXPECT

DIVERSE INDIVIDUALS

TO LOSE

THEIR UNIQUENESS.

INSTEAD,

DIFFERENCES ARE RESPECTED

BECAUSE OF THE

INNOVATION AND IMPACT

THEY CAN HAVE

ON TEAMS.

ANY

FACTOR

WHICH

CAN

CAUSE

PEOPLE

TO REACT DIFFERENTLY

TO ROUTINE COMMUNICATION

CAUSES DIVERSITY.

DIVERSITY IS CAUSED BY

BY MUCH MORE

THAN GENDER AND RACE.

IT CAN ALSO OCCUR BECAUSE OF:

EDUCATION

AGE

RELIGION

WORK ETHIC

BACKGROUND

DEPARTMENTALIZATION

YOU ENTER

AN ORGANIZATION

WITH YOUR OWN

DIVERSE VALUES.

YOUR VALUES ARE

FURTHER SHAPED

BY YOUR ORGANIZATION'S:

EXPERIENCE

HISTORICAL TRADITION

COMPETITIVE POSITION

POLITICS

THE FIRST STEPS

TOWARD MANAGING DIVERSITY

IS TO ANALYZE

YOUR ORGANIZATION'S CULTURE.

WHAT ARE ITS NORMS?

EXAMPLES: CONSERVATIVE
DETAIL-ORIENTED
LOW KEY

WHEN YOU ENTER

A NEW WORKPLACE

OR FEEL OUT OF STEP

IN YOUR CURRENT WORKPLACE,

COMPARE YOUR

CULTURAL NORMS

TO THOSE OF THE ORGANIZATION

YOUR EXAMPLES: OUTGOING
PEOPLE - ORIENTED
HIGH VISIBILITY

FEELING DIFFERENT FROM THE "NORM" AND MISUNDERSTANDING AN ORGANIZATION'S CULTURE CAN CAUSE:

HIGH FRUSTRATION

HIGH IMPATIENCE

LOW CREATIVITY

LOW PRODUCTIVITY

LOW MOTIVATION

ESCALATION OF EVERY LITTLE PROBLEM INTO A MAJOR ONE

HOW DO YOU

MANAGE DIVERSITY AS AN EMPLOYEE?

THE MORE SOMEONE

DIFFERS FROM YOU,

THE HARDER

YOU MUST WORK

TO DO

THE RIGHT THING

AT THE RIGHT TIME

WITH THAT PERSON.

EXAMPLES OF WAYS DIVERSE CO-WORKERS CAN MISINTERPRET EACH OTHER:

JARGON AND LINGO

NONVERBAL MESSAGES

CULTURAL VALUES REGARDING TIME, WORK, DRESS, ETC.

NOT UNDERSTANDING THE ORGANIZATIONAL CULTURE

THESE MISUNDERSTANDINGS CAN CAUSE "CULTURAL COLLISIONS."

LEARNING TO DO THE RIGHT THINGS AT THE RIGHT TIME

TO SOME DEGREE, EVERYONE THINKS AND ACTS:

-- *LIKE OTHERS OF THE SAME SEX;*

-- *LIKE OTHERS OF THE SAME OCCUPATION;*

-- *LIKE OTHERS OF THE SAME AGE;*

-- *LIKE OTHERS IN THE SAME ROLE; AND*

-- *LIKE OTHERS WITH THE SAME LANGUAGE, CULTURE, AND PHYSICAL APPEARANCE.*

WHEN DIFFERENCES ARE GREAT, YOU MUST:

LISTEN:

RESPOND TO WHAT IS SAID, NOT HOW IT IS SAID.

REVALUATE:

SEARCH FOR THE TRUE CAUSE OF A PROBLEM.

NEGOTIATE:

ACKNOWLEDGE THE RIGHT TO HAVE A DIFFERENT OPINION. SHARE YOUR SIDE, AS WELL. SUBMIT WIN/WIN ALTERNATIVES.

ACCOMMODATE:

EXPLAIN THE ORGANIZATIONAL VALUES AND ASSUMPTIONS.

SOURCES

THE ART OF LISTENING, Bone.

THE ART OF COMMUNICATION, Decker.

14 PRINCIPLES OF MANAGEMENT, Deming.

INDUSTRIAL SUPERVISOR, Goetsch.

EFFECTIVE MEETING SKILLS, Haynes.

MANAGING DIVERSITY IN THE WORKPLACE, Kogod.

EFFECTIVE PERFORMANCE APPRAISALS, Maddax.

EFFECTIVE PRESENTATION SKILLS, Mandel.

HUMAN SIDE OF ENTERPRISE, McGregor.

COACHING AND COUNSELING, Minot.

SUPERVISORY MANAGEMENT, Mosley, et al.

DRIVING FEAR OUT OF THE WORKPLACE, Oestriech and Ryan.

TEAM PLAYERS AND TEAMWORK,
The New Competitive Business Strategy, Parker

WORKING TOGETHER, Simons.

MANAGEMENT AND ORGANIZATION, Williams, et al.